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CAUT ACPPU
# BULLETIN

1999 is the International Year of Older Persons

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## L'INRS regroupe des expertises

L'INSTITUT Armand-Frappier joint ses forces à celles de l'Institut national de la recherche scientifique (INRS) du Québec. Cette nouvelle entité aura pour nom INRS-Institut Armand Frappier. Regroupant les expertises scientifiques de l'Institut Armand-Frappier à Laval et de l'INRS-Santé à Pointe-Claire, l'INRS-Institut Armand-Frappier s'intègre ainsi au réseau de l'INRS, au sein duquel il poursuit ses activités de recherche en santé humaine, animale et environnementale. Il conserve la même équipe et les mêmes personnes-ressources qu'auparavant. ■

## Saskatchewan & BC Budgets Released

SASKATCHEWAN and British Columbia tabled their 1999 fiscal plans in March. While the prairie province handed down its sixth straight surplus budget, BC raised its deficit to fund new investment in health care and education in an effort to breathe new life into a sluggish economy.

In Regina, the NDP government of Roy Romanow stole a page from the federal finance minister and made health care and tax cuts the focus of its budget. Thanks largely to increases in federal transfers, Saskatchewan was able to inject an additional $195 million into Medicare while still having room to reduce the provincial sales tax by one percentage point.

In his budget speech, Saskatchewan's Finance Minister Eric Cline was quick to boast that spending on post-secondary education and skills training would jump by $33 million or nearly 8 per cent. However, the bulk of the increase is being delivered to skills training benefits, apprenticeship programs, and career and employment services. Universities and colleges will receive just $3 million more in 1999-2000, an increase of less than 2 per cent over current funding levels. By contrast,

*See BUDGETS Page 6* ☞

# Our Universities, Our Future

*Public awareness campaign aims to restore public funding for post-secondary education.*

OUR universities, our future — that's the slogan of the CAUT's public awareness campaign scheduled to be officially launched later this year.

"Our slogan underlines that a university education is a public good that benefits all of us, not a private commodity to be purchased by a few," said CAUT President Bill Graham.

"It encapsulates the major themes of our campaign — ensuring that universities are accessible and affordable, that there be adequate public funding to maintain high quality teaching and research, and that academic freedom is protected from private censorship."

Plans for developing the public awareness campaign were approved by CAUT Council last November. Since then, a number of significant steps have been taken toward turning the campaign into a reality.

A small advisory committee of journalism and communications teachers was formed and helped develop a media and public relations strategy. Members include Robert Hackett (Simon Fraser), Lynne van Luven (Victoria), John Miller (Ryerson), Vincent Mosco (Carleton), Vanda Rideout (New Brunswick), and Bob Rupert (Carleton).

"I think we recognize that given the current political climate, there are some real obstacles we have to overcome in crafting our communications strategy," said CAUT Executive Director Jim Turk. "Demands for tax cuts and continued fiscal austerity are the order

*See OUR UNIVERSITIES Page 3* ☞

# Nos universités, notre avenir

NOS universités, notre avenir, voilà le slogan de la campagne de sensibilisation du public dont le lancement officiel est prévu au cours de l'année.

«Notre slogan souligne que l'enseignement universitaire est un bien public qui profite à tous. Ce n'est pas un produit privé que seulement quelques personnes peuvent acheter», a déclaré le président de l'ACPPU, Bill Graham.

«Il résume les principaux thèmes de notre campagne, à savoir des universités accessibles et abordables, un financement public suffisant qui permet de maintenir une qualité supérieure en enseignement et en recherche et la protection de la liberté universitaire contre la censure privée».

En novembre dernier, le Conseil de l'ACPPU a approuvé les plans de mise en oeuvre de la campagne de sensibilisation. Des mesures importantes ont été prises depuis pour les concrétiser.

Un petit comité consultatif composé de professeurs de journalisme et de communications a été mis sur pied pour aider à élaborer une stratégie de relations publiques et des médias. Le comité se compose de Robert Hackett (Simon Fraser), Lynne van Luven (Victoria), John Miller (Ryerson), Vincent Mosco (Carleton), Vanda Rideout (New Brunswick) et Bob Rupert (Carleton).

«Compte tenu du climat politique actuel, nous reconnaissons que nous devrons surmonter de réels obstacles pour concevoir notre stratégie de communications», a déclaré le directeur général de l'ACPPU, Jim Turk. «Dans certains milieux, on prône la diminution des impôts et le maintien de l'austérité budgétaire. Cependant, de récents sondages révèlent que la plupart des Canadiens et Canadiennes pourraient être réceptifs à notre appel en faveur d'une importante injection de fonds publics dans les universités».

M. Turk a étayé ses propos par les conclusions de sondages : 90 p. 100 des Canadiens et des Canadiennes s'inquiètent que le coût de l'enseignement postsecondaire devienne inabordable; selon 94 p. 100 des Canadiens et des Canadiennes, il est important d'avoir des normes nationales solides pour l'enseignement postsecondaire; 80 p. 100 des Canadiens et des Canadiennes estiment que les frais de scolarité élevés les empêchent de fréquenter une université ou un collège.

Dans une large mesure, la réussite de la campagne dépend de l'habileté de l'ACPPU et de ses associations locales à établir des rapports proactifs avec les médias. À cette fin, une série d'ateliers sur les médias et les communications est prévue à l'assemblée d'avril du Conseil.

«Je crois que la majorité des journalistes et de la population nous considèrent depuis toujours comme des élitistes et des égoïstes lorsque nous nous plaignons du sous-financement des universités», a signalé

*Voir NOS UNIVERSITÉS à la page 5* ☞

## Students Launch Legal Challenge

THE Canadian Federation of Students and a university graduate have joined forces to fight against new provisions to the *Bankruptcy and Insolvency Act* that prevent graduates from being granted bankruptcy protection for ten years after they leave their post-secondary institution.

The recent changes to the legislation create a distinction between student debtors and consumer debtors in general. Under the Act, consumer debtors declaring bankruptcy for the first time may be discharged of their debts in nine months.

Annick Chenier, who holds a master's degree from Saint Paul University, has applied for personal bankruptcy protection, as a test case for the CFS to pursue the court challenge. Chenier has a student loan debt of $50,000 and monthly student loan payments of more than $600. "My education was not a luxury, and I have exhausted every means to try and repay my debt," Chenier said at a press conference organized by the CFS on March 9.

— FILE PHOTO —

"The Federation isn't advocating that students declare bankruptcy. But the changes to the bankruptcy law have singled out student loan borrowers by denying them the basic bankruptcy protection all other Canadians have access to," said Elizabeth Carlyle, CFS national chairperson. "The government has refused to recognize that the problem is not high student loan bankruptcy rates but high tuition fees and huge student debt loads."

The court challenge is about an unfair and discriminatory law that treats students as a separate class of individuals, said Todd Burke, legal counsel for Chenier and the CFS. "Seemingly, the distinction in the legislation is based on a stereotypical view of students who hold student debt as being irresponsible in its repayment.

"We will advance the position that the provisions of the Act which affect student debt are unconstitutional in that they violate the equality provisions of the Charter of Rights and Freedoms," concluded Burke. ■

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# LETTERS COURRIER

## Women's faculty awards called discriminatory

Jennifer Mather has again trotted out the tired refrain that we must do something about the "under-representation" of women in science ("Working for More Women in Science" *Bulletin*, February), a theme that has unfortunately resulted in, among other measures, a rebirth of the discriminatory Women's Faculty Awards from NSERC.

There are several problems with this view, but I will focus on two. One is the claim that the paucity of women represents a loss of expertise which men cannot duplicate. There is currently no evidence that women have a unique perspective in science. In the physical sciences especially, (where women are most in the minority) it would be difficult to see how such a perspective would operate, the rules of evidence being prescribed by the very nature of science.

What we most need is support for the very best scientists, regardless of sex or any other irrelevant criterion.

A second weakness in the discrimination explanation is that there are large differences in the representation of women across science disciplines, being higher in the biological sciences than the physical sciences (this occurs in other countries also). Yet there is no basis for believing that these disciplines differ in their demands on "competition, objectivity, and dedication to work," the "male centred" approach so deplored by feminists.

A report from NSERC in defence of the re-instatement of the WFA awards states that in the most recent data available, women formed 46 per cent of the hirees in agriculture and biological sciences, compared to 22 per cent in engineering and applied sciences. There is simply no justification for claiming that these differences arise from variation in the temperature of the "chilly climate."

I have suggested elsewhere that sex ratios across different science fields arise from self-selection on the basis of both specific ability patterns and interests. Since CAUT's Status of Women Committee seems unable to weigh evidence objectively, why not disband it altogether?

**DOREEN KIMURA**
**Visiting Professor, Simon Fraser University**

*The article is not my tired refrain but the report of a session at the CAUT Status of Women Conference; Kimura's is the isolated voice. To resolve Problem One, she should read Donna Haraway's "Primate Visions" or view the NFB film "Asking Different Questions: Women in Science." Problem Two states that differences in women's participation are "self-selection" and "interest." Developmental psychology shows this as a construction – make science one way, train women to act and think another, and they will diverge. Eleanor Maccoby's "Growing up apart: Coming together" shows the relentless childhood gender segregation that underlies this preference manipulation.*

*– Jennifer Mather, CAUT Status of Women Committee*

## Black professor remains victim of racial discrimination despite appeals for amnesty

On Jan. 10 the widely broadcast TV program "60 minutes" devoted much of its time to the plight of Dr. Preston King, professor of political science and international relations at Lancaster University, England. Dr. King was a student at Fisk University in Nashville, Tennessee in the early 1950s while I was on its faculty. His story is really about U.S. racism of which he became – and remains – a victim.

In his student days, the U.S. military draft was in effect. He registered and was given the customary student deferment to allow him to advance his studies. The draft board, in granting an initial deferment, addressed him as Mr. King. However, when the board became aware that he was black, they refused a further postponement – normally freely granted – which would have allowed him to complete his graduate studies.

In denying him the deferment, they addressed him as Preston, no longer as Mr. King. He called this discourtesy to the board's attention. It refused to correct it and continued to deny him, as they were wont to deny all African-Americans, the simple courtesy of addressing him as "Mr."

Faced with this deliberate and invariable affront, he refused to report to the board, was arrested, tried, convicted and sentenced to jail.

He refused to recognize the legitimacy of this attack and, as thousands of young Americans were soon to do in their resistance to the Vietnam war, fled abroad.

In England, he has completed his studies and achieved distinction in his field. He has founded a family; his daughter is now a member of the British Parliament.

But in the eyes of the U.S. authorities he remains a convicted criminal and so cannot return, even for a visit.

President Carter granted amnesty to those who fled the United States to express their resistance to the war in Vietnam. It was not a blanket amnesty covering those victimized by draft boards. The current president has the authority to decriminalize Professor King. A number of people have called upon him to do so. Letters, phone calls, e-mail to the White House could now help terminate this insulting injustice to Prof. King – an injustice to all African-Americans.

E-mail appeals to amnesty Preston King and permit him free entry to the United States can be addressed: president @whitehouse.gov. Letters to President Clinton can be mailed to The White House, 1600 Pennsylvania Ave. NW, Washington, DC 20500.

**LEE LORCH**
**Mathematics & Statistics, York University**

# Italy — A 'Trial' Worthy of Kafka

DAVID Aliaga arrived for his PhD oral examination at the appointed date, time and place. His committee, however, failed to return the favour.

What, under ordinary circumstances would be disconcerting, was disastrous for Mr. Aliaga. A Canadian citizen and a candidate for a PhD from the University of Calabria in Italy, he had flown halfway around the world at personal expense to defend his thesis.

Now he stood face to face with an empty examining room.

Matters did not improve. Aliaga learned the missing committee had been struck only days before his arrival in Italy and was completely unfamiliar with his work. When the committee was finally convened, at Aliaga's vociferous insistence, they were irate at the interruption of their summer schedule and quickly failed his defense.

Adding insult to injury, Aliaga learned the negative decision could not be appealed. His repeated requests to obtain the academic record of his years of study in Italy have also been ignored.

David Aliaga's story is not unique. The treatment of visiting academics in Italy is by any measure appalling. In 1989 and again in 1993 the European Court of Justice upheld claims by foreign lecturers that they were the victims of discriminatory treatment by the Italian university system.

Subject to unequal pay, lack of job security and shut out from full academic posts, foreign lecturers have banded together and challenged the archaic operations of the Italian education bureaucracy.

Italian authorities have responded by mass firings, interminable legal appeals and by simply ignoring the rulings of the European court. Indeed, the European Commission has initiated a lawsuit against Italy, demanding it abide by the court's decisions.

Faced with this daunting history, one might forgive David Aliaga if he just walked away from his disastrous encounter with Italy's universities. However, Aliaga, a refugee from Pinochet's Chile, is familiar with political struggles and is girded for a long battle.

His demands are simple – an independent review of the negative decision on his final doctoral examination and a copy of his academic transcripts.

In support of these modest goals he has mounted an impressive campaign of support from scholars around the world and has taken his case to the European Court of Human Rights, the European Court of Justice and UNESCO. However, the Italian authorities show no sign of compromise and Aliaga's academic career is still on hold.

He vows to continue the fight and cautions scholars venturing overseas that the academic freedoms and protections that Canadians enjoy may not be present elsewhere. ■

# Contract Settlement at the University of Regina

*By PATRICIA R. FLEMING*

THE University of Regina Faculty Association reached a settlement of its academic contract with the administration on Dec. 21, 1998. The agreement was ratified by the membership on March 1. This was the first time negotiators at the University of Regina reached a settlement prior to the expiry of an existing agreement.

The three-year contract provides for salary increases of 1% on May 1, 1999; 2% on May 1, 2000; and 2% on May 1, 2001. Also on May 1, 1999, dental benefits will be extended to family members and an extended health care plan will be introduced for members and families. The definition of a spouse has been expanded to include same-sex couples for the purposes of benefit provisions. Religious holidays have been broadened to recognize non-statutory holidays. Provisions for maternity and parental leave benefits will be changed to allow for employment insurance benefits to be supplemented to 90% of salary up to a total of 25 weeks.

Full-time equivalent (FTE) sessional instructors and FTE English as a Second Language Teachers (ESL) will convert to the instructor category. The sessional instructor category will be eliminated and the ESL members will be covered under the URFA academic agreement. There was previously a contract specific to ESL that did not afford members the level of protection they are now guaranteed in the academic contract. In essence, this will increase the number of full-time employees as well as provide benefits and a level of job security to those long-term sessionals.

The sessional lecturer category will continue to exist; however the intention is to return to using the category in the way it was originally intended – for limited employment of people who can provide a specific level of expertise for the delivery of an occasional course. A normal limit of nine credit hours (or three courses) per year will be reached after an initial phase-in period ending May 1, 2002.

The university also reaffirmed its commitment to maintain the number of instructor positions at a level of no more than 10% of the total probationary and continuing appointments within the ranks of professor, associate professor, assistant professor and lecturer. Initially the 10% limit will exclude a proportion of the number of newly created instructor positions, but this will be reduced according to a formula agreed upon between URFA and the university.

There are a considerable number of language changes throughout the agreement, not least of which is a new article that deals with intellectual property. The article reflects the recognition that intellectual property is owned by the member or members who create it, unless some other agreement is reached with the university prior to, or in the process of, the property being created. An academic freedom and responsibilities clause, based on the CAUT model clause, has also been included for the first time.

There is new language to address the unforeseeable impact that instructional and information technology may have on members, and to deal with the fair and equitable distribution of workloads. This includes the recognition that courses taught by means of distance education will be weighted as 1.5 times a normal course for the purposes of determining workloads.

Various procedures have been clarified and criteria adopted for performance review and all new appointments.

The faculty association also agreed to the inclusion of a campus promotion committee to review members seeking promotion to the rank of professor.

With the ratification of this contract, URFA now administers six contracts with its four employers. ■

*(Patricia Fleming is Executive Director of the University of Regina Faculty Association.)*

# Our Universities, Our Future

*From PAGE 1*

of the day in some circles, but recent polls suggest most Canadians may in fact be quite receptive to our call for a serious public reinvestment in universities."

Turk cited opinion polls which reveal that:

• 90 per cent of Canadians are concerned that the cost of post-secondary education is moving beyond their reach;

• 94 per cent of Canadians think it is important to have strong national standards in post-secondary education; and

• 80 per cent of Canadians say that the high cost of tuition is a barrier preventing them from attending a university or college.

The success of the campaign will in a large measure hinge on the ability of CAUT and its local associations to develop a proactive relationship with the media. Toward that end, a series of media and communications workshops are scheduled for the Council meeting in April.

"I think most reporters and most of the public have traditionally viewed us as elitist and self-serving when we complain about university underfunding," noted Graham. "But the problems are real, and they hurt students, faculty and the general public."

In the meantime, CAUT has been collecting stories and evidence from local associations about the impact of public funding cuts and the increased presence of private funders. These stories will help personalize the issues of the campaign and will make CAUT's concerns more attractive to journalists.

"We've heard from many associations and members about what's happening on campuses across the country," said Turk. "Library budgets aren't keeping pace with rising serial costs. Class sizes are exploding and fewer courses are being offered. Professors have less teaching support. And students to faculty ratios are rising. These are the kinds of stories our campaign has to publicize."

As part of the communications strategy of the campaign, CAUT will also be launching five new publications in the weeks ahead:

• *CAUT Now!* – a fax bulletin service that will provide timely information and campaign updates to local associations;

• *University Notes* – an in-depth research publication to be distributed every other month to education journalists, opinion leaders, coalition partners, and local associations;

• *CAUT Commentary* – a shorter and more accessible version of *University Notes* distributed to newspapers as an op-ed submission;

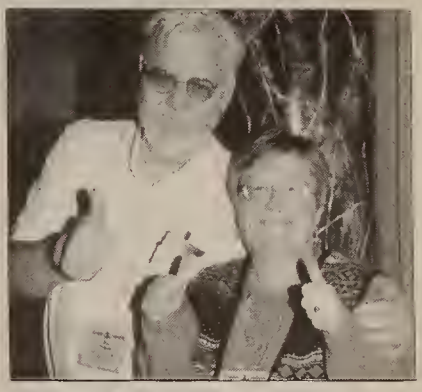
• *Facts & Figures* – a monthly publication providing local faculty associations and bargaining committees with details of contract settlements and bargaining breakthroughs; and

• *CAUT Monograph Series* – a book-length publication examining major issues relevant to post-secondary education.

"By developing a more systematic and aggressive communications strategy we'll be able to better inform our members of the issues, let the public know how serious the troubles facing our universities are, and put forward alternatives," noted Graham. ■



# Fallguy a Hit!



Pat O'Neill & Joyce Lorimer – Two thumbs up.

THE house lights dimmed, a hush fell over the assembled crowd. Professor Fallguy dramatically strode onto the stage, stumbled, and landed in a heap. CAUT's annual grievance arbitration conference was underway.

"This year we did things a little differently" explains Vic Catano, chair of CAUT's collective bargaining and economic benefits committee. "The conference has always been a success, but there was a feeling that it was time to try something new." Traditionally the conference featured expert presentations on arbitration law followed by question and answer sessions. According to Catano "Those conferences were informative and well-attended, but the feedback we were getting was for more audience participation and more focus on the nuts and bolts of grievance handling."

In response, organizers came up with a new plan. The event would unfold in five acts and follow a single imaginary grievance from start to settlement. Act I, for example, began with a skit revealing that a certain Professor Fallguy from the imaginary Great Northern University had been denied tenure on the basis of a student union teaching evaluation survey, a clear violation of the contract. An animated audience discussion on how to deal with the situation followed and the act concluded with a brief exposition on "procedural error" from a CAUT staff lawyer. The "skit, discussion, expert" format continued through Acts II, III, IV and V which dealt with the duty of fair representation, member versus member disputes, confidentiality in the grievance process, and settlement format.

Was the event a success? "Yes!" says Catano. "A quick review of the conference evaluation forms suggests the crowd went home happy. There are always things to improve, but we gambled on a new format and it looks like we won." A big part of the credit goes to the volunteer actors who played the roles of Professor Fallguy (Pat O'Neill), Grievance Officer Jane (Joyce Lorimer) and the sinister Disgruntled Colleague (CAUT President Bill Graham). Michael Manson and Janice Best also pitched in with cameo appearances as members of the Great Northern University faculty association's grievance committee. "To say we didn't over-rehearse is an understatement," claims Joyce Lorimer. "Some of the lines that popped out were completely unprepared and we just cracked each other up."

The conference was also unusually well attended. CAUT advertised the event as though it was a Broadway play, focusing on the human drama of Professor Fallguy's story. The conference agenda was even assembled to look like a theater program.

In the opinion of Jim Turk, CAUT's executive director, the key to the event was the participation by those attending the conference. "There is an extraordinary degree of expertise within the membership of CAUT. If we can tap into and build on that knowledge then we can fight and win the critical political battles facing university teachers. We don't need to always run for outside help."

Plans for next year's conference are already underway. The collective bargaining and economic benefits committee hopes to build on the success of this year's event and to apply some of the lessons learned to its upcoming collective bargaining conference in June. ■

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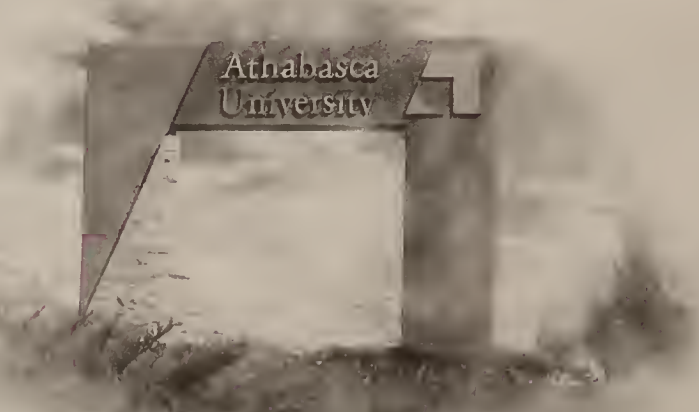


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# New & Improved Collective Agreement at Mount Allison

*By GEORGE DE BENEDETTI*

THE strike at Mount Allison University earlier this year was resolved as a result of a mediated settlement by government-appointee Douglas Stanley. When both the board of regents and the faculty association accepted the mediator's report on Feb. 13, a new collective agreement was *de facto* in place for 1998-2001.

Salary increases for 1998-1999 differed according to a faculty member's position on the scale, which ranged from a 6.5% scale increase at the bottom of the assistant professor rank to a diminishing 2% increase at the top of the full professor rank. Employees may elect to take part of their salaries as research grants. Salaries for 1999-2000 and 2000-2001 are to be negotiated in June 1999, and if there is no agreement reached at the table, the salary scales for the second and third years of the agreement will be arbitrated.

Other monetary gains are: department chair expense accounts — 12% of the assistant professor step one salary; professional development reimbursement accounts — 2.3% of the assistant professor step one salary; and continuing education stipends — 8% of the assistant professor step one salary.

In the appointments article, there are more stringent provisions for gender equity; acknowledgment of differing career patterns for men and women; a limit of five instructor positions, with a provision similar to part-time appointments, where such positions can only be created by a majority vote of the members of the department concerned; and a provision for student involvement on search committees.

In the tenure and appointments article, there are new provisions for handling bias of administrators, and special provisions for faculty members who transfer from one department to another.

Under the official files and discipline articles, there are provisions for temporarily removing disciplinary matters from the official file when a candidate is being considered for tenure, promotion, or sabbatical leave, and a four-year sunset clause on disciplinary matters.

The academic freedom article has been strengthened, as has the department and program evaluation article, and there are improved provisions for librarians to obtain release time for research.

There are new articles on privacy rights for all forms of communication; on conflicts of interest; on liability insurance for employees; and provision for the union to purchase release time for its chief negotiator during contract negotiations.

A joint-committee was established under the collective agreement to try and institute an early retirement plan in future collective agreements. Phased retirement can begin at age 60.

One letter of understanding requires the employer to make a "best-effort" at renegotiating a new provision with insurance carriers which would permit the faculty association to pay the premiums on policies in the event of a work-stoppage.

Sabbatical leave salaries were negotiated at 90% of salary of record for the second and third years of the agreement, but the employer has since changed its mind and wishes to maintain the present status of 85%. This matter was the subject of an arbitration on March 31, and the panel had not rendered its decision at press time. ■

*(George De Benedetti is President of Mt. Allison Faculty Association.)*

# Nos universités, notre avenir

*Suite de la PAGE 1*

M. Graham, «mais les problèmes sont réels et nuisent aux étudiants, aux professeurs et au grand public».

Dans l'intervalle, l'ACPPU recueille des témoignages et des preuves auprès des associations locales sur les conséquences des compressions budgétaires et la présence accrue de fonds privés. Ces témoignages aideront à personnaliser les enjeux de la campagne et à attirer davantage les journalistes sur les préoccupations de l'ACPPU.

«Nombre d'associations et de membres ont témoigné de la situation dans les universités d'un océan à l'autre», a déclaré Turk. «Le budget des bibliothèques ne suit pas la montée en flèche du prix des publications en série. Les classes débordent et de moins en moins de cours sont offerts. Les professeurs reçoivent moins de soutien à l'enseignement. En outre, les rapports professeurs-étudiants augmentent. Voilà le genre de témoignages que notre campagne doit rendre publics».

Dans le cadre de la stratégie de communications de la campagne, l'ACPPU lancera bientôt cinq nouvelles publications :

• *L'ACPPU en direct* — un bulletin d'information télécopié qui donnera aux associations locales de l'information opportune et une mise à jour de la campagne;

• *Notes universitaires* — une publication de recherche fouillée qui sera diffusée tous les deux mois aux journalistes en éducation, aux leaders d'opinion et aux associations locales;

• *Commentaires de l'ACPPU* — une version raccourcie et plus accessible de *Notes universitaires* qui sera distribuée aux journaux sous forme d'article d'opinion;

• *Faits et chiffres* — une publication mensuelle qui renseignera les associations de professeurs et les comités de négociations sur les ententes contractuelles et les percées en négociation collective;

• *Monographies de l'ACPPU* — une publication sous forme de livre qui examinera des questions importantes pertinentes à l'enseignement postsecondaire.

«Une stratégie de communications plus soutenue et énergique nous permettra de mieux informer nos membres sur les questions qui les touchent, fera comprendre au grand public la gravité des problèmes auxquels font face nos universités et proposera des solutions de rechange», a fait remarquer M. Graham. ■

Traduit de l'article «Our Universities, Our Future».

# Plus d'argent pour le Fonds FCAR

LE 15 mars dernier, le ministre de la Recherche, de la Science et de la Technologie du Québec, M. Rochon, a présenté un plan d'action qui place la recherche au coeur des priorités gouvernementales québécoises. Ainsi, le Fonds pour la formation de chercheurs et d'aide à la recherche (FCAR) recevra, par le biais du Fonds Innovation Québec, 10,8 millions de dollars sur deux ans pour bâtir une relève scientifique et renouveler les infrastructures de recherche. À cette fin, le fonds FCAR lancera sous peu un nouveau programme, le Programme stratégique de chercheurs, dont l'enveloppe budgétaire se chiffrera à 3,8 millions de dollars. Il permettra aux universités québécoises d'accélérer le recrutement de jeunes professeurs en engageant 125 nouveaux chercheurs au cours des cinq prochaines années.

Des crédits additionnels de 5 millions de dollars seront investis dans le programme Équipement visant à offrir un meilleur soutien technique à la recherche universitaire. Les nouveaux chercheurs ainsi que les équipes et centres de recherche déjà subventionnés par le Fonds FCAR pourront ainsi remplacer des équipements désuets ou acquérir de nouveaux équipements de recherche. ■

*Tel Hai, Safed and the Jordan Valley Colleges of the Galilee in conjunction with UIA Federations Canada announce the*

## Galilee Fellowships for Visiting Canadian Scholars

The Canadian Committee for the Promotion of College and University Education in the Galilee invites applications for the position of "Visiting Scholar". Distinguished scholars will be expected to take up residence at or near one of the academic colleges in the region for a period of one month up to one academic year. Scholars will interact, teach and/or consult with faculty and students in the region.

The Galilee Fellowships covers the scholar's travel expenses, provides suitable housing in the region and offers an honorarium commensurate with the length of stay.

Applications should include a CV, area of interest or expertise, the proposed time period and length of stay, the nature of the activity to be undertaken and the expected benefits of the teaching or research.

Applications should be no longer than one page (excluding attachments), and should be submitted to:

**Professor Irving Abella, Chair**
**Canadian Committee for the Promotion of College and University Education in the Galilee**
**c/o UIA Federations Canada**
**4600 Bathurst St. #315**
**Wilowdale, Ont. M2R 3V3**

Application Deadline:
1999/2000 Academic Year
**June 15, 1999**

2000/2001 Academic year
**December 15, 1999**

*Please indicate which year you are interested in.*

Selection will be based on the demonstrated potential for joint scholarly activity and the degree of interest voiced by the host colleges.

Priority will be given to scholars from the following academic fields: Biotechnology and Environmental Sciences, Communications, Computer Sciences, Criminology, Economics and Management, Education and Interdisciplinary Studies, English Language and Culture, History (with an emphasis on history of the west in the modern era), Learning Disabilities, Mediation, Arbitration and Negotiation, Nutrition Sciences, Social Work and Human Services, Sociology, Tourism Proficiency in the Hebrew language is preferable but not essential.

*Co-sponsored by The Jewish Agency for Israel, Partnership 2000, UIA Federations Canada.*

L'INSTITUT INDO CANADIEN SHASTRI INDO CANADIAN INSTITUTE

## INDIA STUDIES 1999 Fellowship Competition

The Shastri Indo-Canadian Institute invites applications from scholars, students and artists who wish to undertake research or training in India during the 2000-2001 academic year.

**CONDITIONS OF APPLICATION**

Eligibility is restricted to citizens and permanent residents of Canada who are a minimum of eighteen years of age.

Fellowships are awarded to those specializing in India Studies in the areas of the arts, humanities and the social sciences, including education, management and law.

The primary criteria for selection are the professional competence of the applicant and the potential for improving the understanding of India in Canada.

Fellowships are given for periods ranging from three to twelve months. Tenure cannot begin until Government of India approval has been obtained; the dates for which cannot be guaranteed and will not be prior to April 1, 2000.

Applications must be submitted on forms supplied by the Institute for this year's competition.

Deadline for RECEIPT of complete application is **June 30, 1999**. Please note that applications sent by facsimile are not accepted.

**FACULTY FELLOWSHIPS**

For candidates with appointments in Canadian universities or colleges. Fellowships may be used to i) do research, ii) undergo language training or iii) undertake study to acquire a new area of expertise.

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For candidates with Ph.D or to do research.

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For candidates entering or enrolled in graduate degree programme. Fellowships may be used to i) do research, ii) undergo language training or iii) acquire a graduate degree from an Indian university.

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**INQUIRIES AND APPLICATION FORMS**

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**Shastri Indo-Canadian Institute**
**Room 1402, Education Tower**
**2500 University Dr. NW**
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The CAUT Academic Freedom & Tenure Committee has prepared a short document, "Guidelines For Complainants," on how best to prepare a complaint for consideration by the Committee.

Potential complainants, including faculty associations, are urged to write to CAUT for this document PRIOR to submitting material to the Committee.

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# Saskatchewan & BC Budgets Released

*From PAGE 1*

the government is dedicating more than $100 million to reduce the provincial debt.

Similarly, there's little in the budget for the province's research community. The Saskatchewan Research Council, which supports applied research in both the public and private sectors, received a funding increase of less than 1 per cent.

Meanwhile, the government of British Columbia, plagued with a series of scandals that has left it floundering in the polls, plotted a different course. With the provincial economy still reeling from the fallout of the Asian financial crisis, the NDP government of Glen Clark bucked the national trend toward cutting spending and balancing the books, and instead unveiled a deficit budget designed to stimulate the economy. The centrepiece of the budget is a record increase in the province's capital budget – a total of $1.9 billion in new investment, including $359 million for building new hospitals and $341 million for new schools.

While the projected deficit is expected to grow from $544 million this year to $890 million in the coming fiscal year, there is actually only a modest increase in program spending of $277 million, or less than 2 per cent. The deficit is rising faster because personal income and small business tax cuts announced in the budget, combined with slow economic growth, are expected to lower revenues.

Education spending is scheduled to rise by $146 million in 1999-2000, including $15 million to create spaces for 2,900 post-secondary education students and apprentices. The budget also announced that the freeze on post-secondary tuition fees will remain in effect for the fourth straight year. It means that average undergraduate tuition fees in BC will remain near $2,300 per year, compared to about $3,500 or more in Ontario and Alberta.

"It's a shame that in one of the richest countries on Earth, young people in some provinces are having to drop out of university and college because of high tuition and a crushing debt load," BC's Finance Minister Joy McPhail said in her budget speech. "We won't let that happen in BC. Our government believes that getting a good education shouldn't depend on where you're from or how much your parents earn."

Jim Gaskell, president of the Confederation of University Faculty Associations of BC, applauded the government for maintaining the tuition fee freeze and increasing the number of fully funded student spaces. "This government's ongoing commitment to the growth of BC's post-secondary education system is welcome and in stark contrast to other provinces," said Gaskell. "Rather than limit opportunities for young people to participate in the economy, in BC we are increasing opportunities and keeping those opportunities affordable." ■

# Tentative Deal at McMaster

McMaster University Faculty Association (MUFA) and McMaster University have reached a remuneration settlement that covers the three-year period from July 1, 1999 to June 30, 2002, subject to ratification by MUFA members.

The proposed agreement includes the following salary increases and other economic benefits:

July 1, 1999 – career progress/merit awards based on 120 par units per 100 faculty; salary increases of 1.25% of June 30, 1999 salaries (Nov. 1, 1999), professional development allowance increased to $1272 (May 1, 1999), and a pension holiday of 50% of employee contributions with a corresponding adjustment of the termination benefit.

July 1, 2000 – career progress/merit awards based on 120 par units per 100 faculty; salary increases of 0.5% of June 30, 2000 salaries, salary floors, inflection points and values of career progress/merit par steps increased by 1.75%, professional development allowance increased to $1285 (May 1, 2000), pension holiday of 50% of employee contributions with a corresponding adjustment of the termination benefit; and a one-time payment on July 15, 2000, to faculty who are employed on July 1, 2000, to compensate for past delays in the allocation of career progress/merit awards earned in the period 1994-1998.

July 1, 2001 – career progress/merit awards based on 120 par units per 100 faculty; salary increases of 1.25% of June 30, 2001 salaries (Oct. 1, 2001), salary floors, inflection points and values of career progress/merit steps increased by 1.25% (Oct. 1, 2001), professional development allowance increased to $1300 (May 1, 2001), and a pension holiday of 50% of employee contributions with a corresponding adjustment of the termination benefit. ■

# Universities at the Crossroads

*The university-in-the-midst-of-globalization is in a unique position to be an outspoken advocate for revitalizing democracy and for pursuing social justice.*

## Universities and Globalization: Critical Perspectives

*Jan Currie & Janice Newson (eds.), Thousand Oaks: Sage Publications, 1998; 339 pp; $29.95 US.*

*By D.W. LIVINGSTONE*

At the end of the 19th century, the noted comparative educator Sir Michael Sadler observed that the things outside the education system govern what goes on inside it. At the end of the 20th century, management gurus such as Peter Drucker suggest that the explosive growth of information systems is making current institutions of higher learning obsolete.

Higher education systems themselves grew massively in numbers of institutions, student enrolment and staffing during the economic boom that lasted from the end of WWII to the 1970s. Enrolment demand has continued to increase during the subsequent economic slump and jobless recovery. While institutional obsolescence therefore does not appear to be imminent, rapid changes occurring outside educational institutions have provoked major structural changes inside them since the 1970s. If university faculties are to play a constructive role in future institutional reforms, there is a clear and pressing need for them to understand the general character of both current societal change processes and internal administrative responses. *Universities and Globalization* provides some helpful resources to this end.

This book is a collection of analytic overviews and case studies of recent reform initiatives in Australian, Canadian, U.S., U.K., Mexican, Norwegian and French universities. The chapters emerge primarily from collaborative research projects in which either the Australian Currie or Canadian Newson has been involved.

Among the most insightful contributions are a comparative case study (by Richard De Angelis) of the expansive responses of the French university system and the restrictive reactions in Australia to similar economic conditions, a wide ranging review of the extent of commercial penetration of university life in U.S. colleges (by Edward Berman), and a critical dissection of the role of globalization discourse at OECD-sponsored conferences in constructing higher education policies (Robert Lingard and Fazal Rizvi).

The effects of other transnational institutions on higher education are examined through an account of the negative impact of NAFTA on Mexican universities and the resistance centred in the National Autonomous University of Mexico (Castanos-Lomnitz, Didriksson and Newson), as well as through a brief portrayal of mega-universities using distance education technologies (Mick Campion and David Freeman). A number of these distance teaching institutions now have well over 100,000 students and face hard choices between technocratic or democratic trajectories.

There are summary accounts of interviews by Currie and her colleagues with Australian and U.S. academics on their perceptions of increasingly centralized management and decreasing autonomy, and a provocative Canadian essay (by Newson and Claire Polster) on the development and implications of performance indicators to measure faculty accountability.

A useful overview of Canadian higher education policies (by Don Fisher and Kjell Rubenson) emphasizes increasing differentiation, vocationalism, and divisions between scholars and administrators. The book concludes with a synthetic reflection by Newson which suggests connections between many of these macro tendencies and faculty experiences during and after the 1997 York University strike.

The major contribution of the book is to debunk simplistic notions of globalization in relation to higher education. The central message is to present globalization: "... as a historically grounded political and economic project that is being promoted by particular agents to serve particular interests ... globalization should not be conceived as a single, logically coherent package of social, political, and economic changes, leading inevitably to a more advanced stage of human history. Rather, globalization should be seen as a more fluid and less determinate process that has often contradictory and contingent sets of possibilities." (p. 141)

Advocates of globalization typically note the confluence of some or all of the following: a single global market for increasing numbers of goods and services, more free trade zones and international divisions of labour, increasing dominance of Western models of production and popular culture. Many of these authors (especially Janice Dudley in her Australian review) point to the distinction between internationalization processes that are occurring on many dimensions and the ideology of globalization which exaggerates the extent of these tendencies — much like modernization theory did in the post-WWII era. The studies presented in this book clearly demonstrate that both current economic and political changes and university reforms in these countries are much more variable processes than globalization advocates ever suggest.

The actual analysis of the political and economic interests of particular agents in promoting and resisting different aspects of globalization remains underdeveloped both in this book and more generally. Some of the essays that do address the forces promoting private market-driven solutions to government and university financial problems resort to simple dichotomies of industrial/post-industrial societies and corresponding educational models (Dudley, Sheila Slaughter in her U.S./U.K. comparison, and Campion and Freeman) rather than grounded analyses.

While much effort is focused on dissecting a dominant neo-liberal economic and educational discourse, little attention is given to countervailing social forces of growing public support for access to and government funding of universities. The basic contradiction of popular democratic demand for more advanced education versus the more limited needs of capitalist labour markets, and the consequent growing problem of underemployment, are never addressed.

As DeAngelis astutely observes (p. 129) and even the World Bank has recently admitted, austere versions of neo-classical economic policies are rarely successful for very long. Newson in particular does allude to some progressive alternatives to neo-liberal educational policies. But the popular forces that might resist neo-liberal options and support more progressive alternatives remain largely invisible here.

Nevertheless, taken as a whole, these studies offer a rich array of critical insights for challenging the globalization rhetoric that now appears to be widely assumed by university administrators in all of these countries. As Newson concludes: "The university-in-the-midst-of-globalization is in a unique position to be an outspoken advocate for revitalizing democracy and for pursuing social justice in the face of changes that threaten both." (p. 310)

Faculty members and administrators with sympathy for these objectives both outside and inside their institutions should read this book. ■

*(D.W. Livingstone is chair of sociology and equity studies at OISE/UT and author of "The Education-Jobs Gap" and "Public Attitudes towards Education in Ontario 1998.")*


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All colleagues who marched with us on the picket lines

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for their support and donations to MAFA members during the recent Mount Allison strike.

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# Augustana Settles

*By ROGER MILBRANDT*

THE faculty association of Augustana University College (AUCFA) and the board of the university have entered into a new agreement which responds to a variety of concerns the association brought to the bargaining table.

Following a period of considerable tension surrounding proposed salary concessions totalling 20.5 per cent and the failure of the administration to respect the collective agreement and the bargaining process, the new agreement sets in place policies and procedures which are welcomed by AUCFA.

Gains relative to salary include: 2.5 per cent salary increase in year one, a minimum 3 per cent increase in year two, with possible additional monies directed to faculty salaries contingent upon increases in government funding and/or enrollment; and a ten-year agreement which will see Augustana salaries increase annually so that by 2009 they reach a level of 100 per cent of the average salaries of an index of similar Canadian post-secondary institutions.

On a non-monetary front the new collective agreement replaces employer-dominated grievance and arbitration policies with language similar to that found in the collective agreement of the Association of Academic Staff: University of Alberta.

This is an important settlement for AUCFA as it places the faculty association and the university in a more appropriate relationship. ■

*(Roger Milbrandt is President of AUCFA.)*

# Waikato Merger Quashed in High Court

THE Association of University Staff of New Zealand (AUS) won an injunction in the High Court on March 31 to stop proposals by the University of Waikato Vice-Chancellor, Bryan Gould, to restructure its seven schools into four super-faculties.

The proposed changes at Waikato University went beyond matters of management, said Jane Kelsey, the AUS national president. "They affected the university's fundamental mission as set down in its charter and statement of objectives and were properly a decision for the university council, with advice from the academic board and other academic advisory bodies, and not for the Vice-Chancellor alone."

Professsor Kelsey also said there were concerns related to the adequacy of consultation with staff over the new structures, as required by the charter and the collective employment contract. "The Association did not say that the University of Waikato cannot be restructured. It is a matter of how that is done and ensuring that its academic impacts have been properly considered, and that the result will not trade off educational objectives for those of supposed management efficiency."

AUS says the decision means university management throughout the country will have to take a much more considered approach to decision-making than they have shown in recent times. ■

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## ADMINISTRATION

**UNIVERSITY OF GUELPH — Secretary of Senate,** Office of the Provost and Vice-President (Academic). Reporting to the Provost and Vice-President (Academic), the Secretary of Senate is responsible for administering the affairs of the Senate and its Boards and Committees, for executing instructions, directives and policies issuing therefrom and for the provision of information contributing to the continuity of activities of the Senate and its component parts. The Senate is composed of faculty, staff, student and alumni representatives. The Secretary of Senate provides secretarial services, advice and some background research for the Senate and its Boards and Committees. The incumbent manages the Secretariat Office, supervises the Judicial Office, which is responsible for the operation of most University appeal procedures, participates in University ceremonies, supervises elections to the Senate, and guides students in their dealings with the Senate. The successful candidate will possess the skills of an effective advisor, administrator, counsellor, writer and quantitative analyst. The incumbent will also possess at least a Bachelor's degree and broad experience (e.g. governance, student, academic and academic support areas) in a university setting, together with superior human relations skills, verbal ability, tact, diplomacy, discretion, and knowledge and understanding of parliamentary rules and procedures. Salary: $47,129 minimum; $54,199 normal hiring limit; $58,912 mid-point. Applications should be sent before April 30, 1999 to Dr. J. L. Campbell, Provost and Vice-President (Academic), University of Guelph, Guelph, Ontario, N1G 2W1. Fax: (519) 767-1693. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. This appointment is subject to final budgetary approval. The University of Guelph is committed to an employment equity program that includes special measures to achieve diversity among its faculty and staff. We therefore particularly encourage applications from qualified aboriginal Canadians, persons with disabilities, members of visible minorities and women.

**UNIVERSITY OF NEW BRUNSWICK — Faculty of Administration, Human Resource Management.** Applications are invited for a tenure-track position of Assistant or Associate Professor in the area of Human Resource Management commencing July 1, 1999. The successful candidate will hold a doctorate in the field of Industrial Relations (ABD's will also be considered) and in addition will have teaching capabilities in the field of Human Resources Management. Salary will be commensurate with qualifications and experience. Applications will be accepted until the position has been filled. Please forward Curriculum Vitae along with the names and addresses of three referees to: Dr. Farhad Simyar, Dean, Faculty of Administration, University of New Brunswick, PO Box 4400, Fredericton, NB E3B 5A3; E-Mail: simyar@unb.ca; Web: fadmin.unb.ca. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of New Brunswick is committed to the principle of employment equity.

## AGRICULTURAL & FOOD SCIENCES

**UNIVERSITY OF MANITOBA — The Department of Agricultural Economics and Farm Management** invites applications for a full-time tenure track appointment at the rank of Assistant Professor in Farm Business Management and Production Economics. The appointment will commence July 1, 1999, or soon thereafter. The successful candidate should have a PhD (in production economics/farm management/agribusiness related disciplines) by the time of appointment to the rank of assistant professor. Duties will include teaching diploma, undergraduate, and graduate courses, and conducting research in the areas of farm business management and production economics. Multi-disciplinary research between departments and with other faculties in the university is encouraged. Competence in teaching and research is required as well as a strong background in quantitative economic analysis. Salary is commensurate with training and experience. The current salary range for an Assistant Professor is $41,277 - $63,134 per annum. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, Aboriginal peoples, and persons with disabilities. In accordance with Canadian Immigration, this advertisement is directed to Canadian citizens and permanent residents of Canada. A letter of application, curriculum vitae, three letters of reference, and teaching evaluations should be sent by April 15, 1999, to: Chair, Search Committee, Department of Agricultural Economics & Farm Management, Faculty of Agricultural & Food Sciences, Room 353 - 66 Dafoe Road, Winnipeg, Manitoba R3T 2N2.

## AGRICULTURAL ECONOMICS & BUSINESS

**UNIVERSITY OF GUELPH — Department of Agricultural Economics & Business,** Assistant Professor. Two-year contractually limited term position. The incumbent will be a member of the Canadian Agricultural Trade Research Network (CATRN). The CATRN is a joint effort by The University of Guelph, Laval University and The University of Saskatchewan to mount a training, research and public service program in the area of agricultural trade. The position is 20 percent teaching and 80 percent research. The candidate is expected to contribute to the development of an internationally recognized research program focussed on agricultural trade. Qualifications: Ph.D. in Agricultural Economics with strong training in microeconomics, quantitative methods, trade and agricultural marketing. Applications should include curriculum vitae, a brief description of career interests, transcripts and provide three letters of reference. They should be sent to: Karl Meilke, Director, CATRN, Department of Agricultural Economics & Business, University of Guelph, Guelph, Ontario, Canada N1G 2W1. Position Open: April 1, 1999. Application Closing Date: April 30, 1999. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The appointment is subject to final budgetary approval. The University of Guelph is committed to an employment equity program which includes special measures to achieve diversity among its faculty and staff. We therefore particularly encourage applications from qualified aboriginal Canadians, persons with disabilities, members of visible minorities and women.

## ARCHITECTURE

**UNIVERSITY OF WATERLOO — The School of Architecture** invites applications for a tenure track Assistant Professor in architectural design commencing no later than September 1, 1999. The School currently offers a CACB accredited five year Bachelor of Environmental Studies/Bachelor of Architecture programme which requires twenty months of cooperative work term experience for completion. The School has begun the process of converting to a four year Pre-professional degree followed by a twelve month professional Master of Architecture. In the transition the core values of the School will not change. At Waterloo architecture is pursued as a form of creative cultural inquiry. Cultural literacy, environmental engagement and technological innovation are central to a programme which addresses local, national and international issues through research and experimentation. The School runs international studios in Rome and Finland, maintains close connections with architectural and design offices around the world, and with professional organizations and individuals in related disciplines. The community of 250 students, 4 support staff, 17 full and 25 part-time faculty works in a spirit of fellowship and collaboration. The School of Architecture is located in the Faculty of Environmental Studies with the School of Planning and the Departments of Geography and Environment and Resource Studies. Close connections are maintained with a national and international network of offices which employ our students, with professional organizations and with the local municipalities. Potential applicants are urged to consult the web site (www.fes.uwaterloo.ca/architecture) to obtain a more complete understanding of the academic programme, support facilities and current interests of the School. The successful applicant will be expected to teach in Design Studios at the Graduate and Undergraduate levels, to teach in one of the other three theme areas of Cultural History, Environment or Technology, and to pursue a productive programme of scholarly or creative work. Previous teaching experience and a strong record of achievement in scholarship or creative design activity is required. Applicants must possess a professional degree in Architecture and an advanced degree or equivalent experience. Applications must be received by the school no later than May 15, 1999. Please submit a letter of application, a full curriculum vitae and names and contact information of three referees to: Professor Eric Haldenby, Director, University of Waterloo, School of Architecture, Waterloo, Ontario, Canada N2L 3G1. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Waterloo encourages applications from all qualified individuals, including women, members of visible minorities, Native Peoples, and persons with disabilities. This appointment is subject to the availability of funds.

## ART

**UNIVERSITY OF CALGARY — The Department of Art** in the Faculty of Fine Arts invites applications for a Limited Term appointment in Drawing, at the Assistant Professor level, beginning September 1, 1999 to April 30, 2002. With a primary concentration on the figure, the applicant must have strengths in drawing and painting, and must be a practicing professional artist. The applicant would be expected to teach a year-long course in anatomical drawing. A working knowledge of contemporary and historical art theory and practice is expected. An M.F.A. degree or equivalent is required along with university or college teaching experience and an understanding of the educational development of a studio program. The successful applicant should have the capacity to teach at all levels of a B.F.A. and M.F.A. program. Candidates should submit the following package by April 30, 1999: An application letter with a statement of interest reflecting professional strengths and teaching philosophy, 20 slides of current work, a detailed curriculum vitae and three confidential letters of reference. Please direct your replies to Professor Gerald Hushlak, Head, Department of Art, University of Calgary, 2500 University Drive N.W., Calgary, Alberta T2N 1N4. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Calgary respects, appreciates and encourages diversity.

## ART & ART HISTORY

**UNIVERSITY OF SASKATCHEWAN — The Department of Art and Art History** invites applications for a 10 month term position, at the level of Instructor in mixed media/sculpture commencing August 15, 1999. The successful applicant will teach foundation and senior courses in sculpture and a course in extended media focusing on contemporary video, performance, installation and projection. Applicants should be conversant with contemporary cultural theory and have an MFA degree or equivalent, university teaching experience, and an active exhibition record. Applicants will be expected to contribute fully to undergraduate and graduate level teaching and in the administration of the Department. To apply, applicants should send a statement of interest, 20 slides of their work, CV, and three letters of recommendation by April 23, 1999 to Dr. Lynne Bell, Head, Department of Art and Art History, University of Saskatchewan, 3 Campus Drive, Saskatoon, Saskatchewan, S7N 5A4. Fax: (306) 966-2574. The University of Saskatchewan is committed to Employment Equity. Members of Designated Groups (women, aboriginal people, people with disabilities and visible minorities) are encouraged to self-identify on their applications. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents in the first instance. However, this position has been cleared for advertising at the tier-two level. Applications are invited from qualified individuals, regardless of their immigration status.

## ART HISTORY

**YORK UNIVERSITY — The Department of Visual Arts,** Faculty of Fine Arts, York University, intends to make TWO Contractually Limited Appointments at the Assistant Professor level in Art History. 1. Canadian/American Art History: Applications are invited for a twelve month, contractually limited position*, preferably commencing July 1, 1999, with a primary concentration in Canadian and American Art and Architecture, with additional strengths in one of the following areas: Museum and Gallery Studies Inuit, First Nations or non-European Art Contemporary Theory, eg. Post-Colonial, Feminist, or Queer Theory and Contemporary Art. The successful applicant will have a capacity to teach at all levels of the undergraduate programme and graduate programmes. The position requires a strong commitment to administrative responsibilities and graduate supervision in the M.A. in Art History Programme. Applicants must have completed a PhD in a relevant field or be near completion.* This position may be converted to a nine month period if preferable to the successful candidate. Please indicate preference on application. 2. Asian Art: Applications are invited for a nine month, contractually limited position, commencing September 1, 1999, with a primary concentration in Asian Art. The successful candidate will be expected to teach an undergraduate survey course in Asian art as well as upper level undergraduate courses in the art of China, Japan and/or India, or other areas of non-European art. The position requires a commitment to administrative responsibilities and supervision, where applicable. Applicants must have completed a PhD in a relevant field, or be in the process of writing the PhD dissertation. Note: The Department of Visual Arts has targeted Studies or issue-based courses as integral to program development. These two positions may include an upper level, issue-based Studies course. Applications should include: a detailed curriculum vitae, a statement of teaching philosophy and course outlines if available, one or two recent publications, the names and addresses of three referees. Applicants may consult the York Fine Arts web page for details of programme and course offerings: www.yorku.ca/faculty/fineart/ Application deadline is April 30, 1999. These appointments are subject to budgetary approval. Applications should be sent to: Professor Ken Carpenter, Chair, Department of Visual Arts, Faculty of Fine Arts, York University, 4700 Keele Street, North York, Ontario M3J 1P3. Fax: (416) 736-5447. York University is implementing a policy of employment equity, including affirmative action for women faculty. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

**MCMASTER UNIVERSITY — Art History.** The School of Art, Drama, and Music at McMaster University invites applications for a tenure-track position in Art History at the rank of Assistant Professor, commencing July 1, 1999. Minimum salary at that time will be $42,381. The successful candidate will have a PhD with a specialization in Twentieth Century art. Teaching duties will include undergraduate courses in nineteenth and twentieth century art and architecture and an introductory survey course. Candidates must demonstrate a commitment to research and have a proven record of teaching at the university level. In addition to teaching and research, the successful candidate will be expected to take an active part in the administration of the Art History programme and to serve on various committees at the School and Faculty levels. Interest and ability in multimedia instruction will be considered an asset, and a willingness to participate in Studio Art critiques desirable. Letters of application should include a complete curriculum vitae and a statement of the candidate's approach to teaching and learning and research goals, and be addressed to: Dr. Hugh Hartwell, Director, School of Art, Drama and Music, TSH 414, McMaster University, 1280 Main Street West, Hamilton, Ontario L8S 4M2. Candidates should also arrange to have transcripts and three letters of reference sent directly to the above. Applications received by April


# THE UNIVERSITY OF NEW BRUNSWICK
# TENURE-TRACK POSITIONS IN FORESTRY & MANAGEMENT

The Faculty of Forestry and Environmental Management is recognized as one of the leading institutions of forestry research and education in North America. The Faculty offers accredited Bachelor's degrees in Forest Engineering and Forest Ecosystem Management, research and professional Masters degrees and doctoral studies in major areas of forestry. The Faculty is renowned for its commitment to maintaining a learning environment that leads to outstanding professional competence through balanced emphasis on supporting sciences, management capabilities, and cognitive and interpersonal skills. The Faculty is committed to scholarly excellence and has attracted considerable support from industrial partners, government agencies and foundations for research Centres, Chairs and cooperative programs. The Faculty seeks applications for the following positions (funding approval pending) from qualified people who would be excited to work as team members in an environment that fosters academic excellence and provides students with high quality learning opportunities:

**Tenure Track Position in Tree Biology**
**Tenure Track Position in Systems Engineering**
**Tenure Track Position in Integrated Forest Management**
**Outreach Services Coordinator**

*Responsibilities*

Tenure-track Positions – Besides establishing a program of independent and/or cooperative research and graduate teaching, tenure-track faculty members will be required to work as part of a teaching team to ensure that the undergraduate education needs are satisfied.

Outreach Services Coordinator – Reporting to the office of the Dean, this position will be responsible for: the design and development of materials and activities that promote the Faculty, in particular its graduate and undergraduate programs and the Faculty's research and technology transfer centres and units; the promotion and coordination our cooperative education programs; the coordination of CE and extension activities; the organization of conferences and similar outreach initiatives.

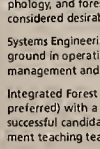
*Qualifications Expected*

Tree Biology – A Ph.D. in one of the following areas and the ability to undertake undergraduate teaching in most or all of the others will be considered prerequisite qualifications: tree biology, silvics, dendrology, tree morphology, and forest pathology. Experience and/or interest in tree improvement and related programs would be considered desirable.

Systems Engineering – An advanced degree encompassing systems or industrial engineering with a strong background in operations research and statistics will be considered prerequisite qualifications. Knowledge of forest management and forest operations modelling issues is considered highly desirable.

Integrated Forest Management – The candidate should have a broad background in forestry (B.Sc. in Forestry preferred) with a Ph.D. emphasis in forest management, biometrics, GIS, silviculture or fire management. The successful candidate must be willing to work with others within the Faculty to build a strong forest management teaching team and a complementary research program in their area of expertise.

Outreach Services Coordinator – A university degree (preferably post-graduate) and relevant experience in one or more of the following areas: adult education, communications, marketing of services.



## UNIVERSITY OF NEW BRUNSWICK

Applications, including a curriculum vita and the names of three referees, should be submitted to:
**Prof. E. W. Robak, Acting Dean,**
**Faculty of Forestry and Environmental Management**
**University of New Brunswick**
**Bag # 44555, Fredericton, NB**
**Canada E3B 6C2**
Phone (506) 453- 4501 or Fax (506) 453-3538
Email robak@unb.ca

*In accordance with Canadian immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents. The University of New Brunswick is committed to the principle of employment equity.*



# MALASPINA
## University-College

Located on scenic Vancouver Island–with a main campus in Nanaimo and three regional campuses–Malaspina offers a comprehensive range of Academic, Applied, Career/Technology and Upgrading programs and also engages in community education, international education and contract training. Teaching excellence is stressed in all programs, and faculty engage in ongoing scholarly activities in their field. We are now accepting applications.

## Physics Instructor

Competition 99-4011 closes May 14, 1999.

For full details, please click on Employment Opportunities on the Malaspina University-College website www.mala.bc.ca, or call our 24-hour Job Line (250) 741-2562.

*In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.*

**Nanaimo Campus**
900 Fifth Street
Nanaimo, BC V9R 5S5

WWW.MALA.BC.CA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UNIVERSITY OF WINDSOR

# 33 Faculty & Library Positions

The University of Windsor has 31 limited-term faculty positions at the rank of assistant professor, one limited-term librarian position, and one tenure-track law librarian position. Please visit our website at http://www.uwindsor.ca/facultypositions for application information and detailed descriptions of the positions in the following areas:

## College of Arts & Human Sciences

| | |
|---|---|
| **Communication Studies** | Qualitative Research Methods, Cultural Studies, & Communication Theory |
| **Dramatic Art** | Acting/Directing<br>Acting, Directing, Theatre Appreciation in all Programs |
| **English** | 17th & 18th Century English Literatures<br>Contemporary Literatures (American Emphasis) |
| **History** | International Relations & Modern Europe |
| **Kinesiology** | Leisure and Sport Management<br>Sport Psychology/Sport Philosophy |
| **Music** | Music Therapy |
| **Political Science** | International Relations |
| **Philosophy** | Applied Ethics with emphasis on Environmental Ethics<br>Early Modern (17th & 18th Century, with competence in Kant)<br>Social & Political Philosophy |

## College of Business Administration, Education & Law

| | |
|---|---|
| **Business** | Finance (2 positions) |
| **Education** | Secondary School Science Methodology (J/I, I/S)<br>Music Methodology (P, J, I, S)<br>Social Science Methodology (P, J, I, S)<br>Language Arts (J/I, I/S)<br>Mathematics Methodology (J, I, S) |
| **Faculty of Law** | Canadian/US Relations<br>Legal Process/Communications Law<br>Reference Law Librarian (tenure-track) |

## College of Engineering & Science

| | |
|---|---|
| **Nursing** | Maternal Child Health<br>Adult Health/Acute Care Settings<br>Adult Health/Leadership Management<br>Mental Health/Community Mental Health<br>Primary Health Care |
| **Geography/Earth Sciences** | Geographical Information Systems |
| **Economics** | Macroeconomics |
| **Engineering** | Civil (Structures)<br>Mechanical (Design/ThermoFluids) |

## University Library

| | |
|---|---|
| **Leddy Library** | Reference Services · Reference Librarian |

The University of Windsor is committed to equity and diversity in the workplace and welcomes applications from Aboriginal peoples, persons with disabilities, and members of visible minorities. Applications from women are particularly encouraged. In accordance with Canadian immigration regulations, this advertisement is directed to Canadian citizens and permanent residents of Canada.

*the degree that works*

15, 1999 will be assured of consideration. The School of Art, Drama, and Music is a growing department of 16 persons and provides an environment that encourages interdisciplinary activities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Mc Master University is committed to employment equity and encourages applications from all qualified candidates, including women, aboriginal peoples, persons with disabilities, and members of visible minorities.

### BIOLOGY

**THE UNIVERSITY OF NEW BRUNSWICK (Saint John Campus) —Department of Biology** invites applications for a full-time 3-year limited term appointment in Applied Ecology, subject to budgetary approval. Together with a PhD and postdoctoral experience in applied erology (community/ecosystem levels) biodiversity, the successful applicant will have demonstrated excellence in both the theory and application of conservation principles, preferably related to marine or botanical biodiversity. Because UNBSJ has a strong commitment to teaching, demonstrated excellence in teaching will be an asset. The successful candidate will design courses in his/her area of expertise and may be required to teach Introductory Biology. She/he is also expected to establish an externally funded research program and be involved in supervision of 6Sc (Honours) and graduate (MSc, PhD) students. The appointment is at the rank of Assistant Professor, commencing July 1, 1999. Applicants should submit, a rerent curriculum vitae, a research proposal, a statement of teaching philosophy and up to three reprints of recent publications. They should also arrange for three letters of reference to be submitted. All documents should be sent to Dr. C.K. Tompkins, Dean of Science, Applied Science & Engineering, The University of New Brunswick, P.O. Box 5050, Saint John, N.B., E2L 4L5 (fax 506-648-5650, e-mail deanpt@unbsj.ca) by May 1, 1999. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. UNB is committed to the principle of employment equity.

### BUSINESS

**CARLETON UNIVERSITY — School of Business.** Subject to budgetary aporoval, Carleton University's School of Business invites applications for a full-time, tenure-track position in Production and Operations Management at the rank of Assistant or Associate Professor. Preference will be given to candidates who also have an interest in Information Systems. The successful candidate is expected to teach undergraduate and graduate courses, supervise graduate students, conduct research, and participate actively in the on-going development of our newly established concentrations in Technology and Operations Management and Information Systems. The position requires a PhD or equivalent degree (completed or near completion) and evidence of strong research and teaching. The School of Business, part of the newly created Faculty of Public Affairs and Management (PAM), is committed to excellence in teaching and research. The School offers a Bachelor of Commerce with Honours degree, a Bachelor of International Business degree, a research-based Masters in Management Studies (M.M.S.) and a PhD in Management. Appointments are normally effective July 1. Salary is competitive and commensurate with qualifications. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Carleton University is committed to equality of employment for women, aboriginal peoples, visible minorities, and persons with disabilities. Persons from these groups are encouraged to apply. Please send curricula vitae and names of three academic referees by April 30, 1999 to: Dr. Vinod Kumar, Director, School of Business, Carleton University, 1125 Colonel By Drive, Ottawa, Ontario K1S 5B6; Telephone: (613) 520-2329; Fax: (613) 520-2532; e-mail: vinod_kumar@carleton.ca; URL: http://www. business.carleton.ca

**UNIVERSITY COLLEGE OF CAPE BRETON — Assistant Professor, Strategic Management/International Business.** Please quote reference number STR99031 on all correspondence. The School of Business at the University College of Cape Breton invites applications for a Strategic Management/International Business tenure-track appointment at the rank of Assistant Professor to commence August 1, 1999. The University College of Cape Breton (UCCB) was established more than two decades ago as Canada's first university college — integrating liberal arts and science, engineering and business technology and trades learning traditions into its degree, diploma and certificate programs. The newly expanded campus is situated on Cape Breton Island, Nova Scotia's tourism centrepeace and home to rich Celtic, Mi'kmaq and Acadian heritage. Small class size, strong community involvement, innovative curriculum and work/volunteer placements enhance UCCB's position as an international leader in post-secondary education. The successful candidate will develop and deliver courses in Strategic Management and International Business and participate in general School committee work. Candidates should have a relevant PhD or be near completion. Strong competence in teaching at the undergraduate level and a demonstrated capacity for research and publication are also required. Other combinations of education and experience will be considered. The union affiliation of this position is with the UCCB Faculty Association of University Teachers (FAUT). Qualified candidates should send a letter of application quoting the reference number, a curriculum vitae and the names, addresses and telephone numbers of three references to Director, Human Resources, University College of Cape Breton, PO Box 5300, Sydney, Nova Scotia, B1P 6L2. Street address - 1250 Grand Lake Road, Sydney, N.S. B1M 1A2. Fax number (902) 563-1458. Applications must be received no later then 4 pm April 23, 1999. Please visit our web site to learn more about UCCB - http://www. uccb.ns.ca. UCCB is an equal opportunity employer. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

**YORK UNIVERSITY — The Schulich School of Business** (formerly the Faculty of Administrative Studies) invites applications for tenure-stream positions commencing July 1, 1999 and July 1, 2000. Positions are available in the following areas: Accounting (2); Business and the Environment (1); Entrepreneurial Studies/Family Business (1); Finance (2); Information Technology (1); International Business (professorship); Marketing; and Chair in Marketing. Preferred candidates will be qualified to teach in PhD, Masters and Undergraduate programs; possess a completed doctorate; provide evidence of effective teaching; and have a commitment to scholarly research and publication. Salary and benefits are competitive. Rank may vary by area; salary is negotiable. These positions are subject to budgetary approval. Applications, along with a curriculum vitae, should be sent to: Dezsö Horvath, Dean, Schulich School of Business, York University, 4700 Keele Street, Toronto, Ont. M3J 1P3. Applications will be accepted until positions are filled. York University is implementing a policy of employment equity, including affirmative action for women faculty. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

**UNIVERSITY OF NEW BRUNSWICK — The Faculty of Business** at the University of New Brunswick invites applications for a one/year term appointment in Organizational Behaviour. This may become a tenure track position, subject to budgetary approval. This position starts in July 1999. Applicants should have an earned doctorate or equivalent. Rank and Salary will be commensurate with qualifications and experience. Applications will be accepted until the position is filled. Please send CV and the names and address of three referees to Dr. John Chaykoff, Dean, Faculty of Business, University of New Brunswick, Saint John Campus, PO Box 5050, Saint John, NB E2L 4L5. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of New Brunswick is committed to the principle of Employment Equity.

### BUSINESS ADMINISTRATION

**AMERICAN UNIVERSITY IN DUBAI — Faculty of Business Administration, Positions** in Accounting & Marketing. The American University in Dubai (AUD) is a fully-accredited branch campus of the American InterContinental University (AIU), whose main campus is in Atlanta, Georgia. AIU's other branch campuses are located in Los Angeles, Washington, DC, and London, England. AUD is the only accredited American institution of higher learning in the Gulf region. Dubai is the commercial and financial center of the region, and is a crossroads between East and West. It is a modern city which offers a very high quality of life, and is a culturally rich and diverse place with a high concentration of multinational firms' regional headquarters. AUD is expected to move to its new, state-of-the-art campus (now under construction) in September 1999. AUD is now searching for candidates at the doctoral degree level, for two full-time appointments (one in Accounting and one in Marketing) at the rank of Assistant/Associate Professor in the Faculty of Business Administration, to start in the Fall 1999 academic term. Presently, the Faculty of Business Administration has a total enrollment of around 300 students in the B.B.A. Program and 40 students in the M.B.A. Program. Besides holding a terminal degree from an accredited university, the candidate must be able to demonstrate significant potential with regard to effectiveness as a teacher. As AUD continues to grow, it is expected that research capability will gain more and more importance as another dimension (besides effectiveness in teaching) which full-time faculty must possess. The compensation package for this position is highly competitive, and is based on the expatriate model. Besides basic salary, it includes on-campus housing, annual two-way airfare, health/life insurance, professional memberships and conference attendance expenses, and other components. Another significant advantage is that there are no income taxes in the UAE. Candidacies for these two positions will be received until May 15, 1999, following which the selection process will begin. Candidates must send an up-to-date CV and the names and addresses of three individuals (preferably academics) who would be willing to serve as referees, to the following address: Dr. J. S. Nader Dean Faculty of Business Administration American University in Dubai P. O. Box 28282 Dubai, UAE, Fax: (011- 9714) 388895; E-mail: jnader@aud.edu or ajyenn@hotmail.com.

### CHEMISTRY

**UNIVERSITY OF MANITOBA — The Department of Chemistry** at the University of Manitoba invites applications for a full time probationary position at the rank of Instructor II. This position, which is subject to final budget approval, is to begin July 1, 1999 or as soon as possible thereafter. Applicants should have a PhD or equivalent doctoral degree in one of the branches of chemistry. The successful applicant's main responsibility will be the Department's undergraduate teaching laboratories in Physical Chemistry (about 60 students per year in three courses) and Instrumental Analysis (about 20 students per year in one course). There will also be the opportunity to lecture to undergraduates. This position does not have assigned research duties, but participatron in research will be encouraged. The successful candidate will be eligible for research/study leaves. Salary range is $39,204 to $59,376, depending on qualifications and experience. The Department of Chemistry currently has 23 full-time academic staff, 12 support staff, and about 40 graduate students, post-doctoral fellows, and research associates. For further information about the Department please see our web page at: http://www.umanitoba.ca/chemistry. Winnipeg is a mature, highly civilized city with rich recreational and cultural opportunities. It combines the amenities of urban life with easy access to the countryside and to northern lakes and forests. Housing prices are low by North American standards. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, Aboriginal peoples, and persons with disabilities. This advertisement is directed to Canadian citizens and permanent residents. The Search Committee will begin considering applications on April 5, 1999, and all applications must be received by April 26, 1999. Applicants should submit a curriculum vitae; a description of teaching and research interests; a statement of teaching philosophy; and the names and addresses of three referees, to: Dr. Harry W. Duckworth, Chair of the Search Committee, Department of Chemistry, University of Manitoba, Winnipeg, Manitoba, Canada, R3T 2N2. E-mail: hdckwth@ccumanitoba ca. Telephone: (204) 474-9265; Fax: (204) 474-7608.

### COMMUNICATION STUDIES

**BROCK UNIVERSITY — The Communications Studies Program** at Brock University invites applications for a one year limited term appointment (with the possibility of renewal for up to two additional years) at the rank of Assistant Professor, effective July 1, 1999, subject to final budgetary approval. A thriving interdisciplinary program (which expects to achieve departmental status in the coming year) with approximately 350 majors, Communications Studies offers undergraduate specialization in four streams: media and culture, communications policy, business communications, and information technology (for more information see http://www.brocku.ca/commstudies). A cerently completed Ph.D. in a colevant social science discipline is required, together with teaching experience and expertise in the areas of organizational communication and communications research methods (both quantitative and qualitative). In addition to undergraduate teaching, the successful candidate will be expected to be engaged in independent research and scholarly activites and to participate in the affairs of the Program/Department. Applicants should submit by April 30, 1999, a lecter of application accompanied by a curriculum vitae, summaries of teaching evaluations, and selected reprints and pre-prints of published work to: Professor Jeannette Sloniowski, Director, Communications Studies, Brock University, St. Catharines, ON L2S 3A1. In addition, applicants should arrange for three letters of reference to be sent to Professor Sloniowski by the stated deadline. In accordance with Canadian immigration requirements, this advertisement s directed to Canadian citizens and permanent residents. Brock University is committed to a positive action policy aimed at reducing gender imbalance in faculty; qualified women and men candidates are equally encouraged to apply.

**WILFRID LAURIER UNIVERSITY — The Communication Studies** program invites applications for a two-year limited-term appointment, subject to budgetary approval, at the rank of Assistant Professor in the field of media and culture, beginning July 1, 1999. Candidates should have expertise in the fields of communication and cultural theory and a completed PhD by the time of appointment. The successful candidate e xpected to teach courses in areas such as communication theory, critical theory of mass media, sociology of mass communication and human communication processes. Publicatrons are desirable. Applicants should submit a lecter of apolication by May 15, 1999, with a curriculum vitae, a short writing sample, and evidence of excellence in teaching, and arrange for three lecters of reference to be sent to Dr. Donald Baker, Acting Dean, Faculty of Arts and Science, Wilfrid Laurier University, 75 University Avenue West, Waterloo, ON N2L 3C5. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University is committed to employment equity and invites applications from women, visible minorities, aboriginal persons, and persons with disabilities.

### COMMUNITY & REGIONAL PLANNING

**THE UNIVERSITY OF BRITISH COLUMBIA'S School of Community and Regional Planning (SCARP)** invites applications for a three-year grant-tenure track appointment, at the rank of Assistant Professor, effective July 1, 1999 in the areas of international development planning, informal settlement upgrading, project planning, and capacity building. The following areas of expertise are also of interest: policy assessment, plan implementation, and community development. The successful candidate will be expected to play a major role in the development and delivery of international capacity building projects managed by the Centre for Human Settlements (CHS), the School's research and outreach arm. SCARP is a fully accredited (Canada and US) graduate planning program and the largest unit in UBC's Faculty of Graduate Studies. The School offers magistral and doctoral degrees and has been prominent in educating professional planners for 40 years. The School's explicit pedagogical mission is to advance the transition to sustainability through excellence in integrated policy and planning research, professional education, and community service. Applicants should have a doctoral degree in Planning, or an appropriate related field. Preference will given to candidates that have recent international project planning and delivery experience (especially in Asia and Latin America), and demonstrated achievement or potential in interdisciplinary teaching, research, and practice Applications must include a lecter of application stating career objectives, research goals, and approach to teaching. Please also include a current curriculum vitae, your web-site address if you have one, and the names and contact infor-

## Université d'Ottawa

### L'ÉCOLE D'INGÉNIERIE ET DE TECHNOLOGIE DE L'INFORMATION

L'École d'ingénierie et de technologie de l'information (ÉITI) cherebe à combler deux postes contractuels de professeur(e)s adjoint(e)s en sciences Informatiques, el deux postes de chargé(e)s de cours à court terme dans les domaines de science informatique ou de génie informatique. Pour les postes contractuels de professeur(e) adjoint(e), la préferences sera accordée aux candidat(e)s détenieurs d'un doctoral en sciences informatiques ou dans toute autre discipline connexe. Pour les postes de chargé de cours à court terme, la préférence sera accordée aux détenteurs d'une M.A.Sc. ou d'un diplôme équivalenl en sclenee informatique, génie informatique, ou autre discipline connexe. La charge de travail pour ces postes sera supérieure à la norme et comprendra essentiellement l'enseignement de cours de 1er cycle. Les candidat(e)s doivent avoir de bonnes références académiques ainsi que d'excellentes aptitudes en enseignement au niveau du 1er cycle. Ceux-ci doivenl ausal s'exprimer aiséenent dans les deux langues, l'anglais et le français. La rémunération sera établie en fonction des qualifications el de l'expérience du/de la candidat(e). L'École compte présentement 1500 étudiants au 1er cycle, 260 étudiants diplômés, 41 professeurs et offre des programmes complets de baccalauréal, de maitrise et de doctoral en génie informatique, génie électrique, génie du logiciel, el science informatique. L'École se situe au coeur de la capitale canadienne, région métropolilaine d'un million d'habitants, reconnue pour la qualité de ses institutions culturelles el récréatives.

L'examen des candidatures se poursuivra jusqu'à ce que les postes soient combés. La date inégociable) d'entrée en fonctions sera le 1er juitiet 1999. Toute demande, accompagnée d'un curriculum vitae el des noms et adresses de trois références, doit être expédiée à l'adresse suivante : **Directeur, École d'ingénierie et de technologie de l'information, Faculté de génie, 150, rue Louis Pasteur, Ottawe (Ontario) K1N 6N5.** Ces postes sonl assujeltis aux approbations budgétaires. L'Université d'Ottawa pratique l'équilé en maiière d'emploi el invite toutes personnes qualifiées, y compris les minorités visibles, les autochlones el les personnes handicapées, à postuler. Les femmes sonl fortemenl encouragées à poser leur candidature. En accord avec les exigences canadiennes d'immigration, celle annonce s'adresse d'abord, mais non exclusivement, aux personnes ayant la citoyenneté canadienne ou le statul de résident permanent. S'il-vous-plait citer le numéro de référence 98.03 dans toute correspondance.

## University of Ottawa

### THE SCHOOL OF INFORMATION TECHNOLOGY AND ENGINEERING

The School of Information Technology and Engineering (SITE) seeks applications for two two-year contractual teaching positions at the Assistant Professor level in Computer Science, and two two-year Lecturer positions in the general areas of Computer Science or Computer Engineering.

For the rank of Assistant Professor candidates are required to have a Ph.D. in Computer Science or a related discipline. For the rank of Lecturer, candidates must have a M.A.Sc. or equivalent degree in Computer Science, Computer Engineering, or related discipline

Successful candidates will be expected to teach a heavier than normal course load consisting mainly of undergraduate courses. These same candidates must have excellent academic credentials and the ability to teach effectively at the undergraduate level, preferably in both English and French. Salary will be commensurate with qualifications and experience.

The School currently has over 1500 undergraduate students, over 260 graduate students and 41 faculty. It offers a full slate of degrees at the Bachelor's, Master's and Doctoral levels in Computer Engineering, Electrical Engineering, Software Engineering and Computer Science. The Ottawa-National Capital region offers a remarkable variety of cultural and recreational opportunities.

Processing of applications will continue until the positions are filled. The starting date is July 1, 1999. Applications including a curriculum vitae and the names and addresses of three referees should be sent to: **The Director of the School of Information Technology and Engineering, Faculty of Engineering, 150 Louis Pasteur, Ottawa, ON, K1N 6N5.** Positions are subject to budget approval.

The University of Ottawa is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including members of visible minorities, aboriginal persons and persons with disabilities. The University strongly encourages applications from women.

In accordance with Canadian immigration requirements, priority will be given in Canadian citizens and permanent residents of Canada.

Please refer to file number 98.03 in all correspondence.

CAUT BULLETIN INSERT
Vol. 46, No. 4 • April 1999

# Status of Women SUPPLEMENT

## STATUS OF WOMEN COMMITTEE

*From top to bottom:*

***Jennifer Bankier***
*(Committee Chair)*
*Law, Dalhousie*

***Jeanette Lynes***
*English, Lakehead*

***Jennifer Mather***
*Psychology, Lethbridge*

***Linda Paul***
*Geography, Regina*

***Joan Scott***
*Women's Studies & Biology, Memorial*

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"The problem of technology (is) yet another element of the "culture" of an institution that can be inaccessible or even hostile ... particularly to women. I find that the techno-culture in universities is yet another male domain that runs on a particular kind of techno-lust and machismo about having the very latest hardware and software."

ANN BEER


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# Net Effects: Equity in a Wired World?

*By Jeanette Lynes*

The year is 1993. The time, 7:00 am. Coffee in hand, I rush to my computer, log onto the university's network. The feeling is much like Christmas morning, as a child. I have a new e-mail account, and I have mail. The words glow like a beacon of possibility. Messages from long-lost colleagues appear in my mailbox with subject headers like: "Are you there?" "Still alive?" "Testing, testing."

Six years later, on any given morning, I open my electronic mailbox with a sigh of resignation. Today's new mail consists of numerous listserv postings; meeting notices; student requests for extensions; assignments sent as attachments; announcements for book launches and poetry readings in Toronto (I live in Nova Scotia); addresses for web sites I will never have time to visit; jokes that have been forwarded four or five times; warnings of viruses.; spam. Some messages have the subject header PLEASE READ ASAP, just to make sure my blood pressure doesn't plummet.

What happened to our initial euphoria over information technology? What happened to the long-lost colleagues? Are they now in digital overdrive, like me, trying to cope with it all? Clearly, we have entered a new phase since the cyber-honeymoon described above, with its modest, civilized, and manageable trickle of information.

We have often heard the democratizing rhetoric around information technology, but what is really going on? Recently, I spent part of a sabbatical leave in Seattle. Every morning, as soon as the city's main public library opened, dozens of street people in their layers of clothing, sploshed in, out of the sodden rain, and spent the day surfing the net. The image is a haunting reminder of how many people do *not* have access to computers — at least not "access" from the comfort of their own home or office. Welcome to the digital divide.

Of those who have contributed to the vast and ever-expanding body of literature on information technologies, few would disagree that 'digitization' is inextricably linked to issues of power and privilege. David F. Noble has written about how profit-driven "digital diploma mills" compromise the "autonomy and integrity," the "heart and soul of academia" (5). Stefan Mochnacki has written on Microsoft's monopolistic threat to diversity. Numerous scholars have observed that cyberspace is far from an equal playing field. As a "public commons," Donna J. Haraway remarks, the net is a space "that is rapidly being enclosed" (4).

If anything, the 'wired campus' environment in which many of us work may be spawning a whole new set of equity issues — as well as deepening those which already exist. This year's *Status of Women Supplement* explores some of these issues. What is it like to work on a very wired campus? Perspectives on the 'Acadia Advantage' in these pages provide some idea. At McGill, Ann Beer flags problems of overwork and the exploitation of computer support staff. While acknowledging how listservs and other electronic resources have expanded her research horizons, Barbara Casey notes the exploitation of computer lab staff, as well as sexist attitudes which persist in a wired environment. Catherine S. Fichten, Maria Barile, and Evelyn Reid present their research on computers and female students with disabilities, noting the continued fragility of funding support. Lisa Mullin monitors the gender balance of student enrolment in St. Francis Xavier University's new Department of Information Systems. Patricia Radin shares her research on medical websites, activism, and women's networks. Adrienne Chan examines the contradictions inherent in technology, urging us to examine technology "contextually" and to "push against the boundaries of particular gendered domains." Clara Thomas (one of my own professors) and Jennifer Mather, in two separate pieces, reveal the insights of women who have taught at universities long before they became 'wired'. Remember "dittoes?" "Stencils?" "Mimeographs?" Clara Thomas' insight — that women have long been technologically astute — cuts through the stereotype that women are "technologically challenged." So, too, do the three doctoral students who have contributed to this year's *Supplement*; the degree to which computer technology impacts on their work — in terms of methodology, subject matter, and the logistics of disseminating their research — is readily apparent.

Dale Spender has written that "every social issue that we are familiar with in the real world will now have its counterpart in the virtual one" (xiv). In other words, the "Net" is really more of a mirror than a net. Spender's contention that 'net' practices and dynamics mirror those of our everyday lives is corroborated in the pages of this *Supplement*. In varying ways, these authors, while acknowledging how information technologies have enhanced their professional lives, also recognize how these same technologies "reflect or reinforce the patriarchal order" (Perry and Greber, 76). Linda Paul's review of Jacqueline Stalker and Susan Prentice's edited collection, *The Illusion of Inclusion: Women in Post-Secondary Education*, attests, too, to the number of critical, ongoing equity issues in our post-secondary institutions.

No one *Supplement* can cover every conceivable angle of a subject; still, some salient issues have been raised here. If space allowed, I would have liked more examination of how information technology can work as a lobbying tool and how it might enhance faculty associations' work. Cheryl Berst, Executive Assistant of Lakehead University Faculty Association, did, kindly, provide me with a mini-email interview on how computer technologies have impacted on LUFA. "Advances in technology," she states, "have enhanced the communications process for LUFA. Currently, we use e-mail for distributing notices of meetings, agendas, committee reports, forwarding documents and/or attachments to messages and as an efficient means of sending correspondence." Cheryl cautions, however, that "many faculty members do not have computers with the capability of using e-mail services." This returns us to the issue of accessibility. How many contract faculty in our universities do not have a computer set-up in their office (or an *office*?), or regular access to the Net? The 'information highway' means something a lot different to those who have a car than to those who are walking or hitchhiking.

Thanks to all the contributors to this year's *Supplement*. It has been a pleasure to network with you over the past year. As I go through my 'in-box' which has, by now, accumulated hundreds of messages, I am saddened by an e-mail I received in April, 1998, from Dr. Linda Lamont-Stewart, a colleague from graduate school. Linda had just read last year's *Supplement*, and sent a warm message saying she had enjoyed its articles, particularly the ones on part-timers. Linda worked as contract faculty at York for over ten years before finally being hired on in a tenure-stream position. Only a couple of years after joining York's permanent faculty, she passed away suddenly last October. I was always too busy to answer her message and reconnect with her, so all I can do now is dedicate these words to her memory.

Dale Spender is right; cyberspace is a lot like real life. ♀

*(Jeanette Lynes is a member of CAUT's Status of Women Committee and is an associate professor in the Department of English at Lakehead University).*


Haraway, Donna J. *Modest_Witness@Second Millennium. Female-Man Meets OncoMouse. Feminism and Technoscience.* New York: Routledge, 1997.

Mochancki, Stefan. "The Microsoft Trial." CAUT *Bulletin.* 45:10. Dec. 1998. 32.

Noble, David F. "Digital Diploma Mills — The Coming Battle Over Online Instruction." CAUT *Bulletin.* 45:7. Sept. 1998. 5;8.

Perry, Ruth and Lisa Greber. "Women and Computers." *Signs: Journal of Women in Culture and Society.* 16:1. Autumn, 1990. 74-101.

Spender, Dale. *Nattering on the Net: Women, Power and Cyberspace.* North Melbourne, Australia: Spinifex Press, 1995.

# Good Morning, Listserv

*By Barbara Casey*

Most of us now work in what is called a 'wired campus' environment. I teach courses in information/records management and four years ago began to subscribe to an extremely active listserve. Educators, records managers, archivists, librarians as well as many others interested in what is currently happening in the field subscribe from around the world to this listserv. Checking the listserv has become a morning ritual. As soon as my computer is up and running each morning I look forward to the "on-screen" contact I have with other professionals from around the world.

For an educator, like myself, this listserv gives me an opportunity to be in touch with those who are working and writing on a daily basis in the field of information technology. This particular listserv is so popular that on average there will be a minimum of 30 postings per 24-hr period. These postings will usually follow a question posed from a subscriber. Questions range from requests concerning experiences using a particular RM software product, to a subscriber relating an experience encountered in the workplace which may have impact on the field of information/records management in general. E.g. Disaster Protection and Recovery is a very pertinent topic of discussion especially following such events as hurricanes, floods, etc. Experts from around the world will give advice to those experiencing difficulties at the time. Many subscribers are what I would call "regulars." The majority of "regulars" on this listserv are authors who contribute regularly to the official journals for this discipline, so the information they provide is of top quality. It is often these "regulars" who will try to keep topics of discussion under control or who will open the door to discussion on a particular topic which they hope will spur other contributions.

How does all this information impact on my work as an academic? Perhaps the major benefit for me is the ability to add very real and current issues to support the principles I present in my classes. I also have my students subscribe to the listserv for a two-week period during the term and hand in a summary of the topic they chose to follow. For my female students, this experience gives them an opportunity to see the number of women who are currently working successfully in high level positions within the field of information technology, a field which is still male dominated. Many job postings appear on the listserv which students find very interesting as it helps them to better understand what avenues are open for career choices upon graduation. The listserv gives me an opportunity to network with many more people in my field than I would ever be able to reach in a small Canadian city.

The listserv constantly provides WWW sites where it is possible to see many opportunities for conference presentations, which it would not be possible to explore otherwise. Often the proceedings from conferences will be referred to and the web address provided where one can read and/or download many papers, some even before they ever appear in paper form — and there is generally no cost to download. Such current research helps to keep me and my courses on the cutting edge of the latest developments in the field.

Have my work habits changed since the onset of the Internet and listservs? Definitely, I now spend much more time at my computer than I do in a library. As a full-time academic with family responsibilities, technology has given me the opportunity to be more productive as I can work from my office or home 24 hours a day. I can be more selective in what I choose to explore for my research and as topics for discussion in my courses.

Since I teach in the Information Management Department, I see the dramatic effect which technology has had on a few of the "technical experts" who happen to be women, within my department. We have one campus lab reserved for use by the students in our department. Because our computer services department is understaffed, this lab has been under the jurisdiction of our department, and one faculty member served for many years as the LAN administrator, with no compensation for the many hours spent with faculty and students making sure that lab courses ran smoothly. Women can easily fall into this trap of "I'll just go ahead and do it, because it will take 48 hours before we have an answer from computer services." And when everything is running smoothly, is there ever any recognition that all of this "extra" work was/is appreciated? Let's see what happens when it comes time for promotion for this colleague.

Our graduates are entering a 'wired work' environment and the females are just as technically adept as the males who graduate from our program. But time and time again, I will hear a co-op student or a grad state "He wouldn't give me the time of day until I started speaking to him in technical jargon and then he realized that I really did know what I was talking about!" What a way to have to get respect. This same thing happens with our female faculty who teach computer courses. They have to impress their male counterparts with technical acronyms before they are accepted as worthy of having an opinion on any aspect of technology. ♀

*(Barbara Casey is an associate professor in the Information Management Department at Mount Saint Vincent University: barbara.casey@msvu.ca.)*

# Information Systems & Gender Balance

*By Lisa Mullin*

In May 15, 1998, the Department of Information Systems came into existence at St. Francis Xavier University. Before this time Bachelor of Information Systems (BIS) students were taught computer technology courses by professors in the Department of Mathematics, Computing, and Information Systems. During the 1997/98 school year I was doing a sabbatical replacement in this department, and for the first time taught a couple of sections of courses for information systems students. In my new teaching assignment I was pleasantly surprised to see so many young women in my classes. My background is in computer science, and the female student presence in my information systems classes was much more prevalent than in the computer science field.

Until May, the students in mathematics, statistics, computer science, and information systems have all been considered as one graduating class. In the past years the numbers in each area were few, generally five to ten graduates per discipline.

A Bachelor of Information Systems program is quite different from either a traditional computer science or business administration program. The information systems program studies the effective integration of computing resources to support the operations, analysis, decision making, and planning functions in business organizations. Our students learn skills including effective written and oral communications skills, including public speaking; familiarity with computer concepts and applications; quantitative skills, including mathematics and accounting; and fundamental knowledge of economics and social sciences. The BIS program is now the fastest growing program in the university with forty-six senior students this year and about one hundred twenty in the freshman year. We can now see that women have always been present in the BIS graduating class, and the percentage of females to males seems to be holding steady at somewhere between forty and sixty percent. Research underway is studying this interesting phenomenon.

The thrust of this work is to study the emerging trend of having female students in the BIS program at St. FXU, and compare the numbers from our institution with other universities in Canada and worldwide. Some of the initial questions I want to answer are: Do the economic conditions in the Maritimes play a significant role? Since St. Francis Xavier University generally has about 55 per cent female students, is it just a natural phenomenon to have a high percentage of women in Information Systems? Is the joint study of business and technology the draw, thus bringing the number of female students in our Business Administration program down? What role do the Department of Information Systems faculty at St. Francis Xavier University play in encouraging young women to come to our program? Many courses in the Information Systems curriculum require group work — do females prefer this interaction? Does the study of calculus in computer science programs and not in information systems play a role?

With the answers to these questions, our department would like to develop a strategic plan to ensure that our gender balance does not decrease significantly. If women are in information systems, can we pinpoint reasons they are not in computer science, and can we help computer science programs recruit young women?

The research underway began by seeking some advice from Dr. Liisa von Hellens at the School of Computing and Information Technology, Griffith University, Brisbane, Australia who has studied similar statistics in a different demographic. In our case, we need to gathering the reasons the current females in information systems have for being in the program, which make give us a different list of reasons that was found by the Australian group. A sampling of information systems women will be gathered in an "open forum" milieu to discuss their career path and reasons for being in the program. A survey will be generated and distributed to a greater population of the young women in the BIS program. Once we have their responses, we will analyze the results and compile a count for the various reasons they have given for studying information systems. Since the number of former St. FXU female BIS student is manageable, each will be contacted and interviewed to see why they choose the program, and to see if they are currently still working in the field.

At this point we should have a good idea of why our students are in information systems, and from here the research will go in two directions. Since the students at St. FXU are primarily from Nova Scotia, a sample of the high schools will be contacted to see if the guidance counsellors or university liaison officers have been promoting the BIS degree. The other direction the research will take is to contact all other Information Systems departments in Canada to see if they have the same gender balance.

I do not know what findings to expect, but I am sure that the answers we get will be beneficial and we are pleased with the work that is underway. The results of the research will be statistics, opinions, and trends gathered from the women studying information systems. The results of our work will be made available on our webpage. We will also produce a promotional CD that will incorporate the statistics for women studying in the BIS program at St. FXU, the reasons young women are currently studying information systems, and the career possibilities for young women who choose a BIS degree. This CD will be distributed to the local high schools and to the various school districts across Canada. It will be designed and produced by my BIS students and will be aimed at high school girls who might consider a career in the information systems field. ♀

*(Lisa Mullin teaches in the Department of Information Systems at St. Francis Xavier University. She is also completing her doctorate at UNB.)*

For further information www.stfx.ca/people/lmullin or email lmullin@stfx.ca.

# Early Days for Women in Academia

*By Clara Thomas*

On a Monday morning in early September, 1961, I made my lengthy trek from West Toronto to Glendon College at Bayview and Lawrence, which was to open for the Fall term in a couple of weeks. It took me over an hour, by bus and subway, still a recent transport improvement, and my main anxiety, far more urgent than my appointment to the budding English Department of the brand new York University, was how to work the travelling problem into my home-and-mother responsibilities. My appointment was the delight of my life, but for all of that, there was no way to alleviate the guilt I felt in beginning to be a full-time working woman. I'd already been teaching for Western for fourteen years, Extension and Summer Schools, but even so, I was plagued by guilt, enhanced by the overpoweringly mother-in-the-home context of the time, the "Leave it to Beaver" world. No amount of guilt could completely dim the triumph of the new job, however, or the knowledge that my PhD studies, begun four years before, were in the final stages of thesis revision and acceptance. As it happened, before the day was over, Dr. Pounder, retired from the University of Toronto, and recruited by Murray Ross, York's founding President, to put the Mathematics Department on its feet, had asked me to drive back and forth with him, for his home was within two blocks of ours. The nagging problem, so large in the morning, was solved.

I was quickly indoctrinated into the official workings of the university, for there was a Faculty council that very first day, just seventeen people in all. Alice Turner of Mathematics was the only other woman and we immediately became allies and soon, staunch friends. She had held an important position as investment counsellor at Wood Gundy, but had been lured to York by the prospect of teaching which she thought, rightly as it turned out, that she would love, and by its promise of a brand new challenge. She had come for a pittance, a fraction of what she had been making; I had been hired for $5,000.00, assured by Murray Ross that this was a good salary for a first job, for a woman, and that it was very easy to get people in my field. Not flattering, far from it — but so common and expected an attitude then that one didn't expect anything else. For the decade of the sixties and the "Big Bulge" in university expansion was really the beginning of the opening out of academic posts for women in Canada.

Perhaps the most damaging drawback then to women's advancement was the absolute taking for granted that men would hold all the important positions in departments and in administrations and that women, particularly married women, were essentially expendable, to be hired easily when needed and dropped just as easily when considered superfluous. This attitude, alas, was common to both men and women — people of my age were products of the Depression and World War II; we had accepted long since, particularly in the immediate post-war years, that our claim on jobs was totally subordinate to male claims. I was into my eighth year at York before I was given tenure, partly because I hadn't challenged the system for it, though in those early days of mass hirings, men who were already in the business came with contracts that spelt out tenure and salaries competitive with institutions they had already served.

As the years advanced and so did the numbers of women academics and their demands on the system, I rejoice in the movements toward equity of both opportunity and pay. Those battles are ongoing, though now they are quite often won. I take special pleasure in the tut-tutting of men that still occurs when women administrators insist that their pay be commensurable with their duties, responsibilities, experience and abilities.

Ironically, from their earliest days the new universities, like the established ones, were built and glued together by an echelon of highly experienced women trained in the old-time tradition of secretarial service that made them the strong backbones of departmental and administrative structure. Their secretarial skills were impressive and so were their social skills for they became the discreet confidantes of faculty and student body both, serving sherry (we were awash in sherry and I know one professor whose first purchase was a cut-glass sherry set), making tea and coffee, and simultaneously handling the necessary administrative detail with unflappable efficiency. "Mrs. Thomas," said our secretary when she was to be unavoidably away one afternoon, "will you PLEASE try to make Professor Maclean a GOOD cup of tea?" In those days secretaries "cut stencils" from which multiple copies of memos and exams were mimeographed, or, by a different process, they produced "ditoes." As late as the mid-eighties I had a graduate student tell me that her mother had warned her never to learn to type because if she did she'd never be hired for anything else. Even in those pre-computer days I disagreed heartily and now, the necessity of keyboarding makes such a cautionary tale seem medieval.

Alice Turner was largely responsible for two major changes in York policies which had a vitally important impact on women: the first actuarial memos we were given stipulated that men would retire at 65, women at 68 before being eligible for pension; and that medical benefits for wives and families in case of death or disablement would be so pitifully small as to be almost non-existent. On both issues Alice had the expertise and

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# Women & the Career-Family Balance

*By Jennifer Mather*

As I was a graduate student in the early 1970s I remember looking around for an older female faculty member as a role model, someone I could use to estimate against the future life course as a Professor that I wanted. There was only one; she was single, somewhat isolated, widely acknowledged to be very bright yet cynical, and no longer much involved in research. This wasn't a lot of help. In contrast, what would I find if I looked now? There are women in university professorial positions, and some of them are senior. How have their careers turned out, what kind of models are they for new and potential faculty members?

I decided to look at this from the viewpoint of women in my Faculty of Arts and Science. We are a relatively small undergraduate university, which has the disadvantage of making us a small sample but the advantage that we know each other fairly well. Note that the proportion of women faculty is larger in small undergraduate universities, even though there are fewer of them in Canada than the large comprehensive ones. So perhaps that is a good habitat for women professors. There are a dozen women who fit the criteria of Tenured position, having been professors at the university ten years or more and in their forties or fifties. We have had a great deal of turnover of faculty in the last five years so those who fit these criteria are, by definition, senior.

What stands out about these twelve women's careers is their variety of accomplishments. They are from nine different academic departments, more in the Social Sciences but still from all areas. It is routine for Department Chair to be taken on by members for three-year terms, and that has been true for half of the twelve so far. Research is expected of faculty members, and four have major commitments to well-funded research projects that take up a majority of their time. Others have less wholehearted but still important time allocations to this aspect of our work; like most male faculty members, most of these women show well as researchers. Three have won formal recognition as Outstanding Teacher and two have been active in a cross-faculties Teaching Discussion Group (not the same ones, interestingly). One is presently Associate Dean and one is Dean of Students, one has been President of the Faculty Association. Their outlook ranges from faitly traditional to clearly feminist; two have been recent members of the CAUT Status of Women Committee (it could be argued that the Prairies breed strong feminists, or that they force them to bloom). These women have done with their academic careers pretty much everything that can be done.

To get a local control group, I chose a similar group of men from my own department, eight who are senior to me (it was an all male group in 1985) in time at the university (noting the subjective definition of 'old' as 'older than me'). Our department prides itself on its record of accomplishments of members, but I suspect others may do also and we are relatively representative. Of the eight men, four have both major time commitments to research and adequate grant funding, and the research interest of others ranges down to minimal. Five have been Department Chair, as one would expect in the normal rotation of that duty. Three have won the award for Outstanding Teacher — though none has attended Teaching Discussion Group meetings. None has moved into administration, but two have been President of the Faculty Association, one of them also active in CAUT. A subjective judgement is that three have been egalitarian in terms of women's opportunities, two enthusiastically so, and others have ranged in their acceptance of women as colleagues (one spearheaded an attempt to have the Faculty Association abolish the Gender Issues Committee). Like the women, my male colleagues have wide and clear competences in their work. If there is any difference it might be in the men's greater commitment to the more clearly rewarded research aspect of the career.

Two things stand out in the comparison of male and female senior faculty, besides the variety of accomplishments we all have attained. One is not obvious from the group comparison but from a wider look. The glass ceiling appears present in this time and place, posed approximately at the decanal level. We have not had a female President or Vice-President, and the only female Dean the university has had in this time is the representative of Nursing. The ceiling shows signs of stretching, as we have a female Chief Librarian, Registrar and Director of Ancillary Services. Female senior administrators are increasing in other universities so the trend should spread to us, but right now the glass ceiling is fairly solid. The Glass Ceiling may be more visible but also less absolute if we look at promotion; two of the twelve women and three of the eight men have Professor status, and women with that rank are noticeably scarce in Canadian universities.

The other thing that stands out in the comparison is the family side of the career-family combination. Half of the female sample is now married (or partnered — society has changed radically since we were young and marriage expected). The others are single or divorced. This is quite different from the mean for women our age outside of academia, 79 per cent. In addition, we have averaged 0.5 children per woman (as if there is any such thing as half a child), again radically different from that of women in their 40s or 50s in Canada, who have an avetage of 2.2 children. It is probably an incorrect view to say that these academic women have 'SACRIFICED' a full family life for a career. Besides, many women are quite happy single or childless. Rather, both demand a high commitment of time and energy such that it is unlikely that they can be done well together — see Betty Friedan's (1997) comments on this situation. Some academic women have placed their priorities on the career, and apparently that has resulted in less commit-

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# A Site for Reconsidering Ourselves

*By Adrienne Chan*

Technology can expropriate us from our personal lives and advance us in our professional lives. This is one of the tensions of progress that I feel as someone dealing with the technical rational paradigms of our declining century. The decade (the 50s) in which I was born was one of early technology. There were few computer labs in the universities and I acquired my first personal computer after I had completed my masters degree. As a completely self-taught computer user, I have "forced" myself to learn certain aspects about these systems in order to be reasonably conversant and informed with the technology.

As a feminist, I struggle with historically-imposed technophobia (i.e. fear of technology) on women. As a child, many girls, including myself, were socialized to believe that the realms of machines and technical information were not a territory that we should engage in. I believe there have also been levels of "learned helplessness" (perhaps even encouraged helplessness) in the wider scope of divergent technologies.

There is an aspect of information technology that has been essentialized to the male domain, particularly when it comes to programming and creating software. For instance, how many times do we ralk to individuals about technical support and find this as a territory occupied primarily by men? I do know women who are fluenr and extremely competent in numerous technological fields. While I would agree that there is a certain type of acuity required to "take" to technology and information technology, I believe that it is important for us to push against the boundaries of particular gendered domains. Women have made a concerted effort to challenge assumptions about what we can and cannot do. Technology is an area where we need to continue supporting girls and women to become competent, and to use the technology to meet our needs.

Technology is meant to serve us. We should not be of service to the mediums of technology. As a doctoral student at a university in England, I rely on ongoing communication (e-mail) and web searches for a great deal of my work. Every day I check my e-mail for messages from my advisor in England. I send my assignments, theoretical constructions, and papers via e-mail and we "talk" on a regular basis. Supervision occurs regularly through this medium. This is supported by face to face supervision and meetings which occur twice a year. Here, technology has served me well.

I could nor have conceived of embarking on this degree without the use of technology. Before I began my studies, I used e-mail minimally and certainly did not use the Internet. Now I am fully committed to e-mail as a communications tool. It allows me to keep in touch with people around the world — people in other countries, new contacts, and former colleagues. The Inrernet also allows me to read the papers of academics around the world who have perspectives on Foucault, Gramsci, post-structuralism and post-colonialism, ro name a few. This type of "library" work has been extremely useful to me in framing some of my own thoughts about the research and theoretical constructions.

My premise that our personal lives are intertwined with our professional experiences, is also a key concept when thinking about technology and its use. Thus, on days where I spend hours on the Internet and e-mail, I may not have physical contact with a single live person. I know of people who would rather communicate by e-mail with their colleagues down the hall that talk with them in person! Technology for them has become a shield and a protector from making public assertions or taking personal risks in professional relationships. Technology may also mask our insecurities in dealing with face-ro-face problems and may be used to effectively avoid conflict. This, I believe, is one of the hazards of reliance on technology: a kind of postmodern depersonalization.

So there are many contradictions within technology and creativity; user and usery. There is an aspect of this discussion where I am still struck by the beauty and brilliance of a medium that can unite people from all around the world. This could not be possible in any other form. Teleconferencing and work groups through technology have provided a new dimension to learning that could not be achieved by any other form.

Nothing is ever as it seems. Information technology is and must continue to be contextual. Without the consideration of context, we have the potential to lose ourselves in the bits, the chips, and the "objects" of technology. This consideration of context includes the deconstruction of technology as a gender-specific domain and as a primarily technical space. For me, the challenge is to use the systems in a reflective, responsible way, to explore our own aversions and attractions to the systems and the impact that these responses bring. ♀

*(Adrienne Chan has a Masters of Social Work from the University of British Columbia and is a doctoral student at the University of Kent at Canterbury, U.K. She is completing her dissertation on diversity and institutional change.)*

# Computer Technologies & Women with Disabilities: Is There Common Ground?

*By Catherine S. Fichten, Maria Barile & Evelyn Reid*

Computer and information technologies have the potential both to enhance the lives of students with disabilities as well as to deny equality of access to higher education. We have seen both in our capacities as professor, disability activist, and student, respectively. But what is the predominant trend? What influences whether new computer and information technologies are enabling or disabling postsecondary students with disabilities?

Another question that interests us is, "What is the impact of computer technologies on female students with disabilities?" A great deal of attention has been paid to the topic of "computer technologies and women" (nondisabled, of course).

The general consensus is that women are less interested in using computers than men. However, some women's organisations are dispuring the old myth and preparing instruments to assist women in developing such skills (c.f., Ellen Balka's work on behalf of the Canadian Research Institure for the Advancement of Women, 1997).

In her article "Why are there so few female computer scientists?" Ellen Spertus (1991) described how cultural stereotypes consistently discourage women from entering the compurer rechnology field, thereby causing gender inequity. Subsequently, the stereotypes maintain the view that women are less technologically able than men.

What does this mean for women with disabilities in higher education? Do they conform to the stereotypes imposed on other women? Or are they, as a group, different with respect to the use of technologies?

After scouring the literature, we realized that there were no ready answers to any of these questions. Anecdotes, case studies, "our institution's experience" and other nonsystematic bits of information were all that we could locate. Policies in this important, rapidly evolving area should not be based on such flimsy "evidence." So we set out to conduct research to find answers to questions such as those posed above. Although the research was not designed from a woman-centered perspective, as scientists who are women we were definitely interested in sex differences.

### Adaprech Project

For the past year we have been working on a program of research which we call the Adaptech Project (c.f., http://omega.dawsoncollege.qc.ca/cfichten/adaptech.htm ). Aspects of this research are partnered by the National Educational Association of Disabled Students (NEADS), the Association québécoise des étudiants handicapés au postsecondaire (AQEHPS) and the Service d'aide à l'intégration des élèves (SAIDE). The research is funded by several organizations: the Office of Learning Technologies (OLT), the Social Sciences and Humanities Research Council of Canada (SSHRC), as well as by the Programme d'aide a la recherche sur l'enseignement et l'apprenrissage (PAREA).

### The Research Program

Afrer conducting a series of focus groups we recently completed an interview study of postsecondary students with disabilities and service providers/resource persons across Canada. We are currently planning focus groups for various regions of Quebec as well as nearing the end of our Canada-wide survey of more than 3000 students. When completed, the survey should provide some definitive answers to the questions posed earlier.

### Findings

In the meantime, data are available from our Canada-wide interview study of 30 Disabled Student Services Office service providers and 37 college and university students with disabilities. Approximately 60 per cent of both samples are female. About 30 per cent of both male and female students were enrolled in math and/or science related fields. Students had a variety of disabilities including: learning disabilities, visual and hearing impairments, mobility and neuromuscular impairments as well as medical and psychiatric conditions. All used computers on a regular basis with the exception of two female and one male student.

Please note that this is a preliminary investigation, and that the sample was by no means random. Caution should be used in interpreting the results.

### Work Stations

Our results indicate that about half of the students had two or more impairments. Also, there was a distinct trend to "cross use" technologies. This, too, suggests thar work stations need mulriple adaptations. For example, software that reads what is on the screen is used not only by students who are blind but also by students who have low vision and, increasingly, by students with learning disabiliries. Use of large screen monitors is another instance of this trend to "cross-use" technologies. Voice input sofrware and scanners are two technological solutions that are not only used by students with learning disabiliries, but also by students with mobility and neuromuscular impairments. Thus, it is becoming increasingly important to ensure that different types of adaptive equipment can work together.

### Access to Computers & the Internet

A relared issue concerns hours of availability, with over 80 per cent of institutions indicating weekend and evening access ro adapted equipment, mainly through sign-in procedures. All institutions studied had access ro the internet, but only half had adapted computers with inrernet access. All institutions consulted sraff and students about equipmenr purchases, but only about 20 per cent had broad-based, formal consultative committees.

Interner access for students with a variety of impairments and access to the graphical environment of Windows for students who are blind are rapidly becoming key concerns in post-secondary educational institutions. The data also show a trend toward

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# Angels on the Net: Medical Websites & Women's Networks

*By Patricia Radin*

It was holiday time. Good wishes and hugs flew through cyberspace. About 100 postings a day poured into a lively Web-based discussion forum operated in Halifax by a volunteer webmistress, Paula Leaman, at <http://bca.ns.ca>. Breast Cancer Action Nova Scotia, the website's sponsoring organization, is part of an activist system that began in the 1980s, when women began to take note of a steep rise in breast cancer rates.

Some messages were addressed to specific individuals. "Have a blessed, peaceful Christmas," someone wrote to a woman in Connecticut who was a popular long-time forum member. The Connecticut woman awaiting the surgeon's report was in her mid-30s. She had been diagnosed with breast cancer just six weeks before her wedding. Her honeymoon had come a year late, after the chemotherapy. She had recently had a clean bone scan, and was yearning to start a family. But in November, she was fired after 17 years' employment, losing her health insurance. On the same day, she learned of a tumor in her throat. The cruel turn of events touched the hearts of many forum readers. An American couple, giving thanks for new friendships and encouragement, wrote: "There truly are angels on the net."

Meanwhile, different struggles were playing out in other discussion threads. A nurse from Dorset, England, "a BC survivor of nearly 5 years and at the moment no re-occurrence," was introducing herself and asking for emotional support during surgery on a shoulder that was damaged by radiation therapy. "Thanks for this forum," she added; "sometimes reading the messages makes me want to cry, at other times laugh. It's good to be able to link with people who understand."

Not all of the activity is publicly posted on the forum. Off-line, personal messages are sent, phone calls made, flowers-by-wire dispatched, and face-to-face meetings arranged. But in the everyday life of the forum, most messages are pragmatic, aimed at coping with the aftermath of breast cancer. Medical studies have shown that in-person support groups of this type greatly extend the longevity and quality of life of breast cancer survivors. No such study has yet been conducted on a virtual support group.

The forum is not all warm fuzzies. "Slash, poison and burn" is how Dr. Susan Love, American breast cancer surgeon and activist, describes the harsh trio of treatments — surgery, chemotherapy, and radiation — that too often fail to save women from this deadly disease.

While the BCANS discourse is never militant, women do encourage each other to fight for the best possible treatment.

Sometimes, the activism is more pointed. The routinely-prescribed drug Tamoxifen has been hailed as a medical breakthrough, but complaints about its severe side effects dominate numerous discussion threads. Noticing this, an American woman surveyed the others about their Tamoxifen problems. A Canadian statistician and an American doctor, also forum participants, collaborated with her to write a professional paper from the responses. Call it coincidence, but a few months later an Italian study found that women could derive the same benefits from a greatly reduced dose of Tamoxifen, with fewer side effects.

Thanks to its location on the Web, the forum is easily linked to other sources of information such as news stories. This means that verifiable news can travel very quickly through the group. For example, when the San Francisco Chronicle reported that Mary Kay Cosmetics had fired one of its top sales-

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# The Acadia "Advantage"

*By Valerie A. Partridge*

One of the hottest issues in educational circles these days is the incorporation of technology into the classroom. "Technology" usually means "computers," though in some cases the technology is sophisticated apparatus which can be used in conjunction with computers.

In 1996, Acadia University embarked upon a program, called the Acadia Advantage initiative, to fully incorporate laptop computers into the learning environment. The university leases ThinkPad computers from IBM and issues them to faculty and students in the program. This is the third year of the Acadia Advantage program, with the majority of Acadia students and faculty now using laptop computers.

The faculty members in the "first wave" have now been through several iterations of their revamped courses and have gained experience in what does and does not work in their particular course or field. They are ironing out the kinks and shifting out of development mode into maintenance mode.

What insight can the faculty involved in the Acadia Advantage program offer? Here is a brief consideration of some of the repercussions of technology integration on faculty workload and environment.

### Initial Phase

The incorporation of technology involves extraordinary amounts of time, energy, commitment, and money. At Acadia, professors, lab instructors, and students worked through the summers, in some cases without a break, to integrate technology into courses. Research was put on hold, or at least on the back burner, while course development was taking place. Even so, faculty members report the technology integration to be "exciting," "exhilarating," "intellectually stimulating," as well as "frustrating"

### Re-thinking Pedagogy & Modifying Courses

As to be expected, most of the work is in the development phase. The amount of work involved in re-developing existing courses is often much greater than the work involved in developing new courses in the old mode.

For some instructors, the incorporation of technology may be minor; for others, it may involve essentially a revolution (e.g., Williams et al., 1996; Watters et al., 1998). How much the workload changes when incorporating new technology depends on a number of factors, such as whether the technology is overlaid on existing ways of teaching or whether the approach to teaching the subject is re-thought; the degree of comfort that an instructor has with the technology; the stability and availability of the technology; whether the changes affect primarily the instructor, the students, or both; and so forth. Funds, course relief, and recognition for course development in tenure and promotion applications are essential, though not always available.

Decisions on how to incorporate technology involve re-thinking how the material is presented. One example of change in presentation is the studio concept, which shifts emphasis away from instructor-centred lectures to student-centred activities. Not only may the presentation change, but the contents or the order of presentation of a course may change as well.

Modifying courses includes specific tasks such as determining which hardware and software to use; acquiring technological skills; rewriting course notes and lab manuals; developing lessons, demonstrations, activities, and procedures; previewing Web sites (the new-world analogue of browsing books and reading journal articles); and testing and revising repeatedly. Mixed courses can be even more work than computer-only courses, as it is necessary to support both students who have access to their "own" computers and those who do not.

Once the technology is available to produce high-quality graphical and textual materials, the tendency is to use it. No longer is it enough to scribble lecture notes on loose-leaf paper, for example — now, we can (and do) generate PowerPoint presentations or publication-quality documents to post on web pages for students.

It is possible to over-prepare, however — more than one instructor has spent hundreds of hours writing detailed user instructions for students, only to find that simpler instructions or demonstrations suffice. And although the ideal may be to have a "paperless" environment, the amount of paper and plastic (overhead transparencies) may be increased, not decreased, as it is necessary to have back-ups in case the technology is not reliable.

### Ongoing Phase

The effects of the use of technology in undergraduate teaching spread beyond course modification. Aside from the time and effort which go into the development of new courses and of new ways of presenting old courses are changes in daily activities, class structure and size, staffing requirements, and relationships with students and colleagues.

### Day-to-Day Activities

Some new methods of course delivery involve course chat groups, which must be monitored. There may be more assignments to mark. For each class, it is necessary to set up and test hardware and software for students to use, as well as to prepare contingencies in case of equipment failure. Even though students go through a mandatory training session before being issued their computers, it is often necessary to spend time in and out of class to bolster their training.

Students increasingly use email to communicate with instructors, due in part to greater access to computers and in part to a decrease in formality and increase in consumer-type demands from students. The increase in volume of email requires a commensurate increase in time to deal with it. Most instructors choose to answer administrative questions or to clarify minor points by email, but prefer to handle questions relating to course material in person. As a means of broadcasting messages, email is a handy aid to the instructor.

Once procedures are set up, certain administrative tasks, such as grade-calculation, are faster and easier. Computer-based testing, with automatic marking, can be a boon to the instructor. However, setting up the tests currently still involve large investments in time.

### Course & Technology Maintenance

Many iterations are required to achieve a good balance of technology use, student activities, and presentation of material. After modification and tweaking in subsequent years, the demands of the course settle down to a sustainable level, though often the maintenance consumes more time and effort than in "pre-technology" days.

Upgrades to chosen technology may require considerable revision of technology-specific course materials. Because Web sites constantly change, the instructor must spend time verifying links and searching for more current or better ones. When the leased computers are upgraded, requiring that previously-issued laptop computers be recalled and exchanged for a newer model, there are additional expenditures of time to find, back up, and archive files from the "old" machine

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# Technology, Teaching & Time

*By Ann Beer*

What have computers done to our sense of time? What effect do they have on our physical reality? How do they alter our professional roles and the expectations put upon us? Perhaps 1999 is a good year to reflect on the way we live now as women academics in "techno-time."

*Recently, I bought a notebook computer. I looked forward to increasing my flexibility with this smart new machine, given the ever-increasing amount of my academic work that takes place on-line. "Life will be simpler," I told myself: "I can work freely at the university or at home, bringing my tools with me. The computer fits into a small bag, and it has such power (compared to my previous machines) that it will make my desk heater, my Internet access faster."*

*Well, that's how it should have been, and in the long run , I hope, will be. The initial experience was rather different. First, I had to get the computer set up, with the help of my faculty's technician, so that I could receive e-mail both at work, on our local area network, and at home, by dial-in access via the Web. The technician and I struggled for two weeks (in moments snatched from other tasks) with the strange fact that the computer would not do what it was supposed to do, even though I had bought the appropriate software, and he had the necessary knowledge.*

*A simple truth emerged — so simple we had overlooked it. There was something wrong with the machine. Back to the computer store. A long wait at the returns desk (ominously busy), where a diagnostic check turned up the fact that the hard drive was defective. Could I have an immediate replacement under the guarantee? No, none in stock. So I waited a week for the new p.c. to arrive. At last it did, the set-up was completed, and I had the pleasure, for a whole month, of being able to treat work and home as a seamless technical web. I could use the notebook at work, pack up, zip it into its protective case, and run for my train (where many commuters — braver than me — continued to work with laptops perched on their knees). Later, after supper and activities with the family, I could plug in my notebook again and carry on.*

*The pleasure was brief indeed. Shortly afterwards, a message came round at work: the faculty was changing over to a new e-mail system. There would be one-hour workshops on how to use it. Messages left on the old system would be removed after a month.*

*Back to square one. I went to the workshop. I loaded the new software onto the computer. I moved important messages. I learned to use the new e-mail at work. Then I brought the computer home and plugged in as before. Not only would my computer not let me access my new e-mail account; I couldn't get into any files at all.*

This anecdote, a typical example of my technical experiences in the last six months, leads to the question: just how much prime working time do we squander in computer-related shifts and struggles? Undoubtedly there are long periods of calm, when all goes well and we rejoice in the advantages the technology brings. I have worked with computers for fourteen years, and for much of that time have appreciated them. But, as the pace of change increases, the time-expenditure on events like these seems to grow too. It is hard to justify, given that other academic tasks are growing in number and magnitude as well.

In *Empires of Time*, Anthony Aveni writes: "What is time? Time is, first of all, an idea — the idea that an ordered sequence can be recognized in our states of consciousness. ...We divide time into years, months, weeks, days, hours, minutes, and seconds — divisions that make it seem absolute, like something that exists apart from everything else in the world. ...But time is also relative, as when we measure lapsed portions of it between events. And when we reckon it by our senses rather than by some independent, objective yardstick, we get different durations" (5-6).

Different durations, and different values: I would never begrudge the time spent in writing and revising a paper, planning a new course, or doing research, but I do begrudge time spent (wasted) in pursuit of a functioning combination of hardware and software. Do we calculate the moments that tick by as we stare at a computer screen waiting for something — a website, a program, a virus check, an attachment — to appear? Do we recognize time lost to upgrading, resolving a computer's breakdowns or virus protection needs, and our technology's other quirks and fancies?

Our sense of time can involve us in many strange twists and turns in the ordinary working day. The very machines designed to speed things up may turn against us and make us late, late for a deadline, late in class-preparation, or simply late for something we had planned to do in the brief, precious, non-working hours.

It is a strange thought; our ever-more precise computation of time is entirely artificial, unlike the rising of the sun or the phases of the moon. Our invented sense of time has an urgent, nervous quality. It shows, as Aveni says, "the extent of our single-minded struggle to exercise control over that ghostly mechanical entity we imagine to be jogging alongside us, as close as a shadow but uninfluenced by the way we behave." (337) Like the White Rabbit in *Alice in Wonderland*, we often seem to be subject to some source of fear: we are simply not getting there fast enough — but where is there?

*Frustrated over the need to reestablish the e-mail once again, I went back to begging for technical help — but everyone else in my building was now switching over to the new e-mail system, so our absurdly overworked technician was doubly in demand. Catching him in the corridor became a Herculean challenge. How he and his fellow computer technicians must feel, being continually hunted and harried by anxious academics, is beyond my comprehension.*

I have never discussed with anyone at work the curious humiliations involved in those moments when the help of computer-experts becomes essential. Probably I thought I was in some way technically incompetent: other people's machines seemed to work perfectly; their owners understood everything about them. I was surprised to find that I wasn't the only one suffering from this particular form of discomfort. A colleague wrote, in answer to an informal survey I sent out:

If you love it and keep up, you are in and you can get support and assistance. If, on the other hand, you are competent enough but don't make it a priority to upgrade every time there is a new version of everything, ... you soon become an unwelcome/nuisance customer for the support people. They like what's new (it's sexy), they are trained to solve problems on what's new, and they quickly forget ... how to solve problems on the previous edition of the same program. ... So, instead of solving the problem, they take up our time complaining about how clumsy the old version was compared to the new."

The support people are almost all male, they are young, they are overworked, and in order to cope they become evasive and unhelpful. As a 50 year old woman who wants to use computers as a tool , not a hobby, I find I am not really a member of the club. It adds one more layer of "chill" to the atmosphere.

Women educated in sciences and engineering will probably not feel the same level of frustration this colleague describes. But those of us whose backgrounds are in humanities, social sciences and professional progtams have become part of the technological world too; many of us may have similar stories to relate.

*At least able to use my email at work, I found a secret stash of messages that had somehow been hidden on the Faculty's server. (Maybe I had missed the point of where to find them.) In my new course this semester, among other instructions to students, I am careful to remind them to keep copies of any messages sent to me on-line, in case these vanish from my "in" box or indeed never arrive there. I also encourage students to get their own e-mail, instead of temporarily relying on a friend's, so I can press "return" instead of typing in an address. I ask them if possible not to send attachments, because retrieving these takes longer. Again and again, the word "time" enters my discourse where computers are mentioned in teaching and learning, especially when working with large classes. The word beats like a drum: "This takes too much time. Don't spend so much time on that. Please do this; it will be faster."*

More and more colleagues, teaching with the Web, doing research, exploring new software, employ everyday metaphors that suggest they themselves are physically hooked up to the machine. The magazine title *Wired* (not to mentions its on-line version, Hotwired) says it all. We are wired and can easily lose track of what we are wired for. I recently asked a colleague whose focus is computers in education if he had had a good winter vacation. He smiled, and said, "Yes — for once I was unplugged." Another colleague spoke with enthusiasm of an on-line workshop with participants across the world's continents. "It was great — some of these people were hooked up at three a.m. in their time zone!"

Derrick de Kerckhove is one observer of this trend who revels in the global perspective. "We are beginning to become accustomed to speed. Our computers are accelerating our psychological responses and our reaction time much fastet than planes, trains and automobiles ever did. Computers are also combining, unifying and synchronizing the activities of the global electronic network." (78-79). He makes it clear that our sense of time speeding up is nor an illusion: "The gap between communication stimulus and response is narrowing dramatically, increasing the quantity of transactions. ...Electricity surtounds the globe in a single mesh. Media weave one single tactile blanket of electrostatic activity around the planet" (136-7).

Perhaps the current obsession with the Y2K problem allows us to avoid looking more deeply into what has happened to our larger sense of the passing hours, minutes and seconds — or nanoseconds. In the academic context, with budget cuts, large student numbers, faculty and support staff losses, and the ever increasing pressure to research, publish, and teach, many Canadian academics look like airport travelers involved in a perpetual dash for a departing plane. This may be especially true for women, who, though their status is improving, still occupy a large percentage of non-tenure and pre-tenure positions. Many accounts suggest we are expected to be (or expect ourselves to be) especially available for students, colleagues and "women-supporting" activities. The difficulties are compounded when we are also caregivers of children or seniors. Disciplining the computer is essential if it is to be a time-saver, not a time-waster.

### Not Cyborgs Yet

When they are on-line, people may experience a sense of being beyond time; there is global simultaneity, and the ordinary world is suspended. The coming together of body and machine seems to involve an ever-increasing symbiosis. Computer networking is becoming part of our consciousness. Some women colleagues see this very positively, computers being a support for caring, humane ways of being in the world. One writes:

"I use email in a really relational/nurturing way — in my teaching, in my work with graduate students, in committee work and in my work as (an administrator). I realize that I spend something like an hour or two a day sometimes writing little follow up messages about points that have come up in meetings and classes. If someone seems a little stressed or if I think that I might have handled something a little differently, I am right there with an email — kind of "keeping the door open." I guess I see emails ... as one gigantic "ps." ...There is something quite lovely about having nurturing words out there in cyberspace. ...I love to get emails that have subjects listed as "thank you," "congratulations," "not urgent," "good news," and when I can I just keep that going around."

It is reassuring that relational ways of interacting can be enhanced by technology. The only danger is that, like the business person who can never be away from the cellular phone, the university teacher can be subject to ever-higher expectations of her availability. Some of us cope well, or even revel in the pile of messages in our daily e-mail box; others, however, (to use appropriate metaphors) can suffer "overload" and "burnout."

From a physical point of view, too, there can be hidden costs — from tendon and back injuries to sight problems, or simply the unhealthy effects of spending long hours in front of a monitor. When Derrick de Kerckhove turns his attention to women's part in the computer revolution he comes up with some startling conclusions. His focus at this point is the business world:

"Women today can compete successfully with men, and even beat them, in the specialized job market. ...Have you noticed that at parties and in public places today, more women than men are smoking? ...Women have begun to smoke for the same reason that men are stopping: each is meeting the other halfway: men are increasing their sensitivity by letting their bodies talk to them,

*Continues on Page 11 ▶*

# Women in Post-Secondary

Each year, the CAUT Status of Women Committee publishes data on women in Canadian universities from the Postsecondary Education Section of Statistics Canada, which annually collects information from university administrations across the country. This year data are presented on the number and percent of women granted doctorate degree by major discipline, and the number and percent of women enrolled full-time in doctoral programs by discipline, for the years 1995-96 through 1997-98. In addition, the most recent data available are included for the number and percent of women in full-time university faculty positions. These figures are broken down by three types of appointment (tenured, leading to tenure, and contract) and are also presented for all full-time appointment types lumped together. The total also includes a small number of visiting and continuing faculty. The proportion of women and men in two types of full-time positions (contract, and those either in tenured or leading to tenure positions) is also shown graphically, broken down by rank. The graphs only include data for 1997-98 (data for universities in Quebec are not yet available for that year) plus Quebec 1996-97. ♀

Le Comité du statut de la femme de l'ACPPU publie chaque année des données sur les femmes dans les universités canadiennes. Ces données proviennent de la Section de l'éducation postsecondaire de Statistique Canada. Cette année, les données sont présentées selon le nombre et la proportion des femmes ayant obtenu un doctorat par discipline principale et selon le nombre et le pourcentage de femmes inscrites à temps plein dans des programmes de doctorat par discipline, des années 1995-1996 à 1997-1998. Ces statistiques comprennent également les données les plus récentes sur le nombre et la proportion de professeures à temps plein. Ces données sont ventilées selon trois sortes de postes (permanents, menant à la permanence et contractuels) et sont en outre présentées pour toutes les sortes de postes à temps plein confondus. Un petit nombre de professeurs invités et de titulaires d'une nomination continue sont ▶

### WOMEN GRANTED DOCTORATE DEGREES BY MAJOR DISCIPLINE, 1995-98

| DISCIPLINE | 1995-96 DOCTORATES | | 1996-97 DOCTORATES | | 1997-98 DOCTORATES | |
|---|---|---|---|---|---|---|
| | Number of Women | Percentage of Total | Number of Women | Percentage of Total | Number of Women | Percentage of Total |
| Education | 187 | 53.7 | 218 | 60.1 | 232 | 62.4 |
| Fine & Applied Arts | 16 | 40.0 | 14 | 42.4 | 24 | 49.0 |
| Humanities | 155 | 39.2 | 212 | 44.5 | 217 | 46.0 |
| Social Sciences | 295 | 42.7 | 295 | 42.6 | 332 | 48.6 |
| Agricultural & Bio. Sc. | 151 | 34.2 | 164 | 35.7 | 160 | 34.1 |
| Engineering & App. Sc. | 63 | 9.4 | 73 | 11.2 | 64 | 9.5 |
| Health Professions | 158 | 38.7 | 199 | 43.5 | 236 | 49.0 |
| Mathematics & Phy. Sc. | 115 | 17.3 | 135 | 18.4 | 116 | 16.9 |
| TOTAL ALL DISCIPLINES | 1165 | 31.4 | 1335 | 34.0 | 1,395 | 35.6 |

### WOMEN ENROLLED IN FULL-TIME DOCTORAL PROGRAMS BY DISCIPLINE, 1995-98

| DISCIPLINE | 1995-96 PHD STUDENTS | | 1996-97 PHD STUDENTS | | 1997-98 PHD STUDENTS | |
|---|---|---|---|---|---|---|
| | Number of Women | Percentage of Total | Number of Women | Percentage of Total | Number of Women | Percentage of Total |
| Arts & Science (General) | - | - | 193 | 50.8 | - | - |
| Education | 1256 | 64.8 | 1327 | 65.0 | 1409 | 66.3 |
| Fine & Applied Arts | 162 | 55.7 | 175 | 55.2 | 198 | 58.6 |
| Humanities | 1870 | 49.7 | 1871 | 49.7 | 1875 | 50.0 |
| History | 240 | 43.0 | 291 | 41.2 | 298 | 43.3 |
| Library Science | 16 | 59.3 | 15 | 48.4 | 18 | 45.0 |
| English | 421 | 57.7 | 476 | 59.3 | 462 | 60.2 |
| French | 112 | 67.5 | 251 | 66.4 | 239 | 64.2 |
| Other Modern Languages | 233 | 60.2 | 278 | 60.4 | 283 | 61.4 |
| Philosophy | 109 | 30.0 | 171 | 34.5 | 157 | 31.7 |
| Religion & Theology | 138 | 33.5 | 186 | 35.9 | 187 | 36.7 |
| Other | 502 | 49.3 | 203 | 53.8 | 231 | 55.4 |
| Social Sciences | 2518 | 49.4 | 2543 | 50.1 | 2760 | 51.6 |
| Anthropology | 140 | 68.6 | 196 | 62.0 | 194 | 60.2 |
| Area Studies | 14 | 40.0 | 21 | 48.8 | 29 | 56.9 |
| Business & Commerce | 125 | 37.0 | 199 | 33.2 | 209 | 33.9 |
| Economics | 88 | 22.9 | 114 | 24.3 | 116 | 27.4 |
| Geography | 116 | 38.4 | 141 | 37.0 | 144 | 37.9 |
| Law | 19 | 39.6 | 50 | 39.1 | 63 | 43.4 |
| Environmental Studies | 44 | 39.6 | 81 | 43.8 | 112 | 44.4 |
| Political Studies | 184 | 37.9 | 226 | 38.0 | 248 | 39.2 |
| Psychology | 779 | 67.6 | 1061 | 67.9 | 1163 | 68.7 |
| Social Work | 52 | 74.3 | 74 | 73.3 | 91 | 75.8 |
| Sociology | 240 | 58.7 | 318 | 55.6 | 331 | 56.8 |
| Other | - | - | 62 | 48.4 | 60 | 45.5 |
| Agricultural & Bio. Sc | 645 | 37.2 | 873 | 38.0 | 892 | 40.1 |
| Agriculture | 106 | 31.5 | 188 | 36.1 | 171 | 35.9 |
| Biochemistry | 61 | 35.1 | 91 | 33.3 | 105 | 38.5 |
| Biology | 229 | 35.4 | 356 | 36.0 | 381 | 39.4 |
| Botany | 40 | 49.4 | 44 | 47.8 | 44 | 47.8 |
| Household Sciences | 54 | 65.9 | 68 | 64.8 | 68 | 64.2 |
| Veterinary Sciences | 51 | 41.8 | 48 | 41.4 | 46 | 40.7 |
| Zoology | 59 | 30.6 | 72 | 37.7 | 73 | 39.0 |
| Other | - | - | 6 | 46.2 | 4 | 33.3 |
| Engineering & App. Sc. | 421 | 12.3 | 460 | 13.8 | 489 | 15.6 |
| Architecture | - | - | 13 | 44.8 | 17 | 50.0 |
| Forestry | 21 | 16.5 | 35 | 19.1 | 31 | 19.0 |
| Chemical Engineering | 44 | 16.9 | 80 | 20.6 | 77 | 21.4 |
| Civil Engineering | 41 | 11.5 | 78 | 14.4 | 94 | 18.4 |
| Electrical Engineering | 53 | 8.6 | 92 | 10.5 | 104 | 12.9 |
| Mechanical Engineering | 39 | 9.8 | 60 | 9.9 | 60 | 11.2 |
| Other Engineering | 14 | 11.6 | 102 | 14.2 | 93 | 14.4 |
| Health Professions | 1075 | 46.4 | 1131 | 46.7 | 1172 | 47.4 |
| Dentistry | 12 | 34.3 | 11 | 28.2 | 9 | 30.0 |
| Medicine | 16 | 43.2 | 656 | 41.8 | 692 | - |
| Nursing | 49 | 98.0 | 73 | 95.1 | 89 | 96.7 |
| Pharmacy | 45 | 39.8 | 104 | 49.1 | 88 | 45.6 |
| Rehabilitation Medicine | 5 | 100.0 | 19 | 76.0 | 24 | 77.4 |
| Other | 310 | 44.1 | 268 | 53.7 | 270 | 53.6 |
| Mathematics & Phy. Sc. | 742 | 20.8 | 719 | 21.8 | 737 | 23.4 |
| Chemistry | 245 | 29.1 | 286 | 28.5 | 298 | 30.1 |
| Computer Science | 65 | 16.3 | 85 | 18.7 | 85 | 18.6 |
| Geology | 72 | 19.9 | 88 | 22.5 | 98 | 28.3 |
| Mathematics | 90 | 17.9 | 111 | 18.7 | 115 | 20.1 |
| Physics | 81 | 14.2 | 106 | 14.6 | 102 | 15.5 |
| Other | - | - | 43 | 33.3 | 39 | 30.7 |
| TOTAL PHD ENROLLMENT | 9161 | 39.6 | 9364 | 40.6 | 9786 | 42.5 |

*NOTE: In both tables above, total includes a number of doctoral degrees or students for which the disciplines are not known, nor listed. Subjects included in "Other" disciplines is not consistent from 1995-96 through 1997-98, therefore these figures are not comparable.*

*SOURCE: Statistics Canada. Postsecondary Education Section. Unpublished data*

# Federal Contractors Program

The main objective of the Canadian Federal Contractors Program is to ensure that major contractors who do business with the Government of Canada achieve and maintain employment equity in their workforce. The program applies to contractors who employ at least 100 people and who wish to bid on federal contracts worth at least $200,000. As a condition of their bid, these contractors must commit themselves to implementing employment equity and to achieving a fair and representative workforce. If employment equity measures are not implemented, the contractor may lose the opportunity to compete for future government business. The list below shows the program status for universities and colleges as of March 1999. ♀

### FEDERAL CONTRACTORS PROGRAM — CONTRACTS AWARDED

*NOT YET REVIEWED*
St. Lawrence, Sault, Saskatchewan Indian

*UNDER FIRST REVIEW*
Montreal, Saint Mary's,

*IN COMPLIANCE (First Review Completed)*
Mt. St. Vincent, TUNS, McGill, UQAM, Victoria, Memorial

*UNDER FOLLOW-UP REVIEW*
York

*STILL IN COMPLIANCE (Second Review Completed)*
Carleton, Queen's, UBC, Ottawa, Toronto, Ryerson, Simon Fraser, Windsor, Calgary, Saskatchewan, Guelph, Alberta, Laval, Fraser Valley, Concordia, Waterloo, Western Ontario, École Polytechnique, Algonquin

*UNDER THIRD REVIEW*
Dalhousie, Manitoba

*STILL IN COMPLIANCE (Third Review Completed)*
McMaster, UNB

### FEDERAL CONTRACTORS PROGRAM — CERTIFIED WITH NO CONTRACTS

Regina, Trent, UNBC, Humber, Loyalist, Caribou, Grant MacEwan, Southern Alberta Inst. of Technology, Lakeland, Marine Institute (Memorial), Mohawk

# Education

compris dans le total. La proportion des femmes et des hommes occupant les deux sortes de postes à temps plein (contractuels et les postes permanents ou menant à la permanence) est illustrée à l'aide d'un graphique et ventilée selon le rang. Les graphiques ne comprennent que les données de 1997-1998 plus celles du Québec de 1996-1997. Les données pour les universités du Québec ne sont pas encore disponibles pour cette année. En vertu du Programme de contrats fédéraux, un organisme qui compte 100 employés ou plus et qui désire soumissionner des contrats de plus de 200 000 $ doit s'engager à réaliser l'égalité en emploi. Cette condition en vertu du Programme de contrats fédéraux touche quatre groupes cibles ou désignés. Le Programme de contrats fédéraux exige des universities et collèges de se conformer à un plan d'action détaillé en plusieurs étapes s'ils veulent obtenir des fonds. Si les mesures pour assurer l'égalité en emploi ne sont pas réalisées et mises en oeuvre, le contractant risque de ne plus pouvoir soumissionner d'autres contrats fédéraux. En 1999, 46 universités et collèges ont reçu une attestation de conformité au programme. Le fédéral a accordé des contrats à 33 universités dont deux sont actuellement sous examen pour la première fois. ♀

***TOTAL 4 RANKS (28,627)***

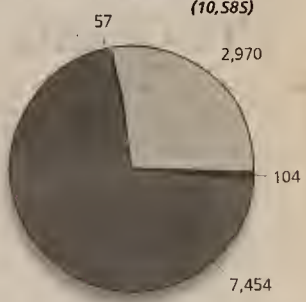
***FULL-TIME FACULTY BY GENDER, TYPE OF APPOINTMENT AND RANK, 1997***

*NOTE. Data are for Canada for 1997-98, including Quebec data for 1996-97. 1997-98 data for Quebec are not yet available. A number of theological and campus colleges are included. Visitors and continuing appointments are excluded.*

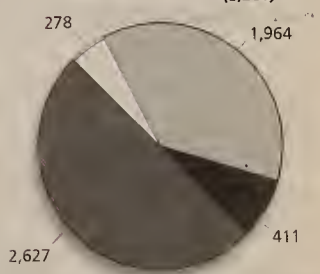
*SOURCE. Statistics Canada. Postsecondary Education Section. Unpublished data. Non-medical/dental faculty only*

***FULL PROFESSORS (12,081)***

***ASSOCIATE PROFESSORS (10,585)***




***ASSISTANT PROFESSORS (5,280)***




***LECTURERS (681)***

***FULL-TIME UNIVERSITY FACULTY BY TYPE OF APPOINTMENT, GENDER & INSTITUTION, 1997***

| | UNIVERSITY | TENURED | | LEADING TO TENURE | | CONTRACT | | ALL APPOINTMENTS | |
|---|---|---|---|---|---|---|---|---|---|
| | | Number of Women | Percentage of Total | Number of Women | Percentage of Total | Number of Women | Percentage of Total | Number of Women | Percentage of Total |
| NF | Memorial | 146 | 23.8 | 26 | 36.6 | 10 | 38.5 | 182 | 25.6 |
| PE | UPEI | 25 | 22.5 | 22 | 48.9 | 10 | 45.5 | 58 | 32.2 |
| NS | *Acadia | 31 | 21.4 | 16 | 47.1 | 11 | 50.0 | 58 | 28.9 |
| | Atlantic School of Theology | 2 | 22.2 | - | - | 1 | 100.0 | 3 | 30.0 |
| | Sainte Anne | 12 | 42.9 | 2 | 50.0 | 0 | 0.0 | 14 | 38.9 |
| | Dalhousie | 99 | 22.1 | 31 | 48.4 | 30 | 47.6 | 160 | 27.8 |
| | Mount St. Vincent | 72 | 58.7 | 13 | 68.4 | - | - | 87 | 58.8 |
| | NSCAD | - | - | - | - | 16 | 41.0 | 16 | 41.0 |
| | St. Francis Xavier | 26 | 19.8 | 22 | 45.8 | 5 | 45.5 | 53 | 27.9 |
| | Saint Mary's | 27 | 18.4 | 19 | 39.6 | 6 | 40.0 | 52 | 24.8 |
| | Cape Breton | 17 | 20.7 | 4 | 33.3 | 4 | 66.7 | 26 | 25.5 |
| N8 | Mount Allison | 16 | 18.4 | 4 | 19.0 | 4 | 28.6 | 24 | 19.7 |
| | UNB | 88 | 20.5 | 50 | 47.2 | 14 | 58.3 | 162 | 27.4 |
| | Moncton | 60 | 23.8 | 32 | 47.1 | 18 | 54.5 | 110 | 31.2 |
| | Shippagan** | | | | | | | | |
| | St. Louis Maillet** | | | | | | | | |
| | St. Thomas | 10 | 19.6 | 7 | 70.0 | 10 | 52.6 | 27 | 33.8 |
| QC | Bishop's* | 22 | 22.9 | 3 | 60.0 | - | - | 25 | 24.8 |
| | McGill* | 293 | 24.6 | 10 | 55.6 | - | - | 303 | 25.1 |
| | Montréal* | 388 | 24.0 | 14 | 63.6 | - | - | 402 | 24.5 |
| | Québec* | 494 | 22.9 | 1 | 100.0 | - | - | 495 | 23.0 |
| | Laval* | 298 | 19.7 | 11 | 68.8 | - | - | 309 | 20.2 |
| | Sherbrooke* | 106 | 19.1 | 7 | 87.5 | - | - | 113 | 20.1 |
| | Concordia* | 201 | 29.8 | 21 | 44.7 | - | - | 222 | 30.7 |
| ON | Brock | 66 | 24.4 | 21 | 52.5 | 6 | 40.0 | 93 | 28.6 |
| | Carleton | 125 | 22.9 | 13 | 30.2 | 26 | 59.1 | 164 | 25.9 |
| | Guelph | 110 | 19.5 | 15 | 35.7 | 4 | 21.1 | 129 | 20.7 |
| | Lakehead | 40 | 19.9 | 11 | 33.3 | 2 | 100.0 | 53 | 22.5 |
| | Laurentian | 70 | 23.3 | 15 | 38.5 | 16 | 48.5 | 101 | 27.1 |
| | Algoma** | | | | | | | | |
| | Hearst** | | | | | | | | |
| | McMaster | 71 | 16.2 | 17 | 38.6 | 15 | 62.5 | 103 | 20.3 |
| | Ottawa | 165 | 25.6 | 64 | 46.7 | 16 | 57.1 | 245 | 30.1 |
| | Queen's | 94 | 19.0 | 46 | 48.4 | 11 | 44.0 | 152 | 24.6 |
| | Toronto | 227 | 19.4 | 93 | 40.3 | 177 | 42.9 | 497 | 27.3 |
| | Trent | 45 | 26.8 | 7 | 46.7 | 2 | 66.7 | 54 | 29.0 |
| | Waterloo | 89 | 15.6 | 36 | 30.3 | 13 | 33.3 | 146 | 19.5 |
| | Western Ontario | 109 | 16.4 | 77 | 42.1 | 57 | 47.1 | 243 | 25.1 |
| | King's** | | | | | | | | |
| | Windsor | 95 | 24.7 | 22 | 53.7 | 5 | 50.0 | 124 | 28.2 |
| | York | 245 | 27.6 | 85 | 53.8 | 9 | 36.0 | 339 | 31.6 |
| | Wilfrid Laurier | 34 | 18.5 | 22 | 42.3 | 23 | 60.5 | 79 | 28.8 |
| | RCM | 7 | 5.5 | 0 | 0.0 | 2 | 3.8 | 9 | 4.9 |
| | Ryerson | 132 | 34.3 | 35 | 48.6 | 9 | 34.6 | 176 | 36.4 |
| | Nipissing | 9 | 22.5 | 5 | 38.5 | 9 | 45.0 | 23 | 31.5 |
| M8 | Brandon | 17 | 16.8 | 10 | 47.6 | 5 | 33.3 | 32 | 23.4 |
| | Manitoba | 115 | 16.5 | 50 | 50.0 | 45 | 75.0 | 210 | 24.6 |
| | Winnipeg | 40 | 24.5 | 11 | 39.3 | 5 | 29.4 | 70 | 29.3 |
| | St. Boniface** | | | | | | | | |
| SK | Saskatchewan | 94 | 16.4 | 34 | 44.2 | 15 | 38.5 | 144 | 20.8 |
| | Regina | 3 | 27.3 | 0 | 0.0 | 2 | 50.0 | 5 | 29.4 |
| | St. Thomas More** | | | | | | | | |
| A8 | Alberta | 230 | 24.4 | 75 | 38.7 | - | - | 305 | 26.9 |
| | Calgary | 152 | 22.5 | 51 | 44.0 | 51 | 48.6 | 254 | 28.3 |
| | Lethbridge | 35 | 21.7 | 18 | 43.9 | 13 | 35.1 | 81 | 31.0 |
| | Athabasca** | | | | | | | | |
| | Augustana | 4 | 10.3 | 9 | 56.3 | 0 | 0.0 | 14 | 24.6 |
| BC | UBC | 221 | 19.7 | 79 | 38.7 | 34 | 54.8 | 334 | 24.0 |
| | Simon Fraser | 91 | 18.8 | 39 | 41.5 | 17 | 48.6 | 147 | 24.0 |
| | Victoria | 127 | 25.0 | 47 | 57.3 | 19 | 63.3 | 193 | 31.2 |
| | UNBC | 12 | 23.1 | 31 | 45.6 | - | - | 43 | 35.8 |

*NOTE: "All Appointments" includes the other three listed categories, plus "Visitors" and "Continuing."*

*0 No women with this appointment type*
*- No men or women with this appointment type*
** Data for 1996.*
*** Data not available.*

*SOURCE: Statistics Canada. Postsecondary Education Section. Unpublished data. Non-medical/dental faculty only*

# Early Days

▶ From Page 4

the experience to complain and be listened to. In fairly short order both issues were corrected. She and I also did our best to counter the early elitist concept of Glendon as a four-year Honours college only. Anyone who had lived in Toronto for the decade of the fifties and who had been aware of the weekly columns of Bascom St. John, the Globe's educational reporter, should have been as keenly aware as we were of the need for an additional area university, a wide-ranging and many-faceted institution such as York has long since become. A protected preserve of little ladies and gentlemen (among Glendon's early follies was a "High Table" dining room forbidding brown bag lunches and insisting on jackets and ties), was simply not in the cards in the sixties, as was certainly made evident on one of our many Great Occasion days when Premier Robarts informed us, in his famous growl, that we, and all Ontario universities, must prepare to admit students with Grade 13 averages of between 55 and 60 per cent.

My first teaching load was only five hours a week, teaching the three-year pass courses of the Toronto Ordinary Degree, for in the first years our students were given a Toronto B.A. I was not involved in planning committees and in fact I can well remember being told by a young colleague in another department I was not welcome in a session with a famous American planner, Time has mellowed my intense annoyance, though I still marvel at the unwillingness to admit the professionalism of a woman. Major decisions were made and as often unmade, daily, but it never occurred to anyone that my fourteen years of experience in teaching Extension in Western's centres all over Ontario might prove useful when it came to the planning of Atkinson college, designed to be York's Adult Education wing. Instead, as for all the faculty, there were recruitments from far and wide, though precious few from Canada: some were quick and willing learners; others simply had no notion of what the Canadian education system was about; a few, alas, were too arrogant to care. Only the unrelenting provincial and public pressure of the time ensured York's success, countervailing episodes of disaster-prone planning and factional feuds.

I have realized long since that my position as a woman in those early years had some fortunate outcomes, the paramount one being time for and enjoyment of writing and publishing. Quite recently I even wrote to our ACCUTE *Bulletin*, advising young academics to refuse departmental and faculty "house-keeping" chores until they had established themselves as published scholars. I realize that this advice becomes more and more impossible to follow, and that somehow we women, and all academics, are under massive pressure to engage in and attempt to balance the three responsibilities of teaching, writing and administration. Such demands are not healthy, for individuals, students, or departments and faculties. I have become increasingly cynical about the catch-phrase, "But she/he has PUBLISHED," bandied about by hiring and tenure committees as an unanswerable qualification. Nevertheless, at the end of the day, I feel blessed by good fortune and I have faith in all the tomorrows for those who have, as I've had for so long, a career in the discipline I love. ♀

*(Clara Thomas is a Professor Emeritus at York University and the author of numerous books and articles on Canadian literature.)*

# Career-Family

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ment to family life.

In contrast, the male sample is composed 100 per cent of presently-married men, compared to a national average of 83 per cent. Three of them are not in their first marriage, but one of the women has been through two, and divorce and remarriage are common in present Canadian society. In strong contrast to the female faculty, the men have an average of 2.2 children. No statistics are kept for number of children per man but since it takes two to produce a child, this should be right on average. Studies have shown that women spend far more time than men in home-making and child-rearing even if they have a job outside the home. The comparison suggests that, unlike my female colleagues, my male ones have not been forced to place clear priorities on work or family and have managed to have both.

What would women graduate students and young beginning professors see if they were, like I was, looking at us to see how senior women's professorial lives and careers could be carried out? First, they would see we are here, they would have female role models who have many accomplishments. They could choose, if they follow a female role model, one of several different commitments. They would definitely see that women can have the full career and major emphasis on one or more components that we ought to be able to expect, but by our lives we have also showed them that this commitment will necessitate less devotion to family. Less devotion to family translates, unlike in men, as less family.

Will this commitment division be true for the 'next generation' of women professors, and will the men divide responsibilities more evenly and be impeded in career development or family growth too? It is hard to tell. The number of children per couple is falling steeply. Some of us postponed having children and this trend is still true all across our society. Dual career couples are far more common than 25 years ago, and probably more egalitarian. Women our age who chose to emphasize the commitment to family often ended up, as described in the *Supplement* of last year, as marginalized sessional lecturers or in transient term positions. Many of the young women coming into the career are following a more traditionally timed and placed academic path, so it may be different for them. We have come a long way, baby, since I was a graduate student looking for role models, but if Having It All is the goal, we still have some way to go. ♀

*(Jennifer Mather is a professor in the Psychology Department at the University of Lethbridge, and a member of CAUT's Status of Women committee.)*

Friedan, B. (1997). *Beyond Gender: The New Politics of Work and Family.* Baltimore: Johns Hopkins University Press.

# Disabilities

▶ From Page 5

multidisciplinary and multi-sectorial decision making as well as toward integrated mainstream computer labs. Additionally, there was an overall agreement that institutional administrations need to recognize the importance of these technologies for students with disabilities.

There is an even split among institutions that keep their adaptive technology in one central location and those that decentralise their equipment. Similarly, about half of all institutions studied have a loan program, while the rest do not. In general, smaller institutions are less likely to have specialized computer technologies for their students.

### Sex Differences?

When it came to self-rated frequency of use and expertise with computers, male and female students in our sample did not differ significantly. Students indicted that they used computers often and that they were reasonably accomplished in their use. When it came to self-rated comfort using computers, there was a trend for women to have lower scores than men, but the difference was not statistically significant.

Almost 80 per cent of female and 60 per cent of male students in our sample had other assistive technologies. Using such technologies as part of everyday life is unique to people with disabilities and may explain why the women in our sample were so similar to the men.

### Programs that Fund Computer Technologies for Students Need Better Advertising

People with disabilities, including those who are postsecondary students, are not a particularly wealthy group (Fawcett, 1996; NEADS, 1993). Given students' financial limitations, it was dismaying to find that approximately half of the students surveyed did not know that funding programs existed to help them obtain needed computer equipment (a variety of such programs exist across Canada). This finding was not limited to any particular province but seems to be a general state of affairs across Canada. This suggests that information concerning the availability of programs requires more broadly based dissemination.

### Conclusions & Implications

The implications of our findings to date are clear. Students with disabilities can and do use computer and information technologies to help them succeed in postsecondary education. Organizations which support students in this effort need to make funding available both to individual students as well as to colleges and universities. Moreover, because about 1/2 of the students surveyed did not know that funding programs existed to help them to obtain needed equipment, information concerning the availability of programs needs more broadly based dissemination.

Are there sex differences between male and female students with disabilities in computer use? Our data suggest that there are not. Will this finding hold up when we have 3000 rather than 37 students? Are the present findings an artifact of our sampling? It is certainly possible. Another possibility relates to the fact that women with disabilities in our sample were heavy users of other forms of assistive technologies, which may build confidence in one's ability to use all kinds of technologies, including computers. This is an empirical question which we are presently exploring. ♀

*(Catherine Fichten is a psychologist in Montreal. She teaches and directs the Adaptech Project at Dawson College, practices at the Jewish General Hospital, and is on faculty at McGill University. Maria Barile is a social worker and activist with various women's and disabled persons'groups and is co-director of the Adaptech Project at Dawson College. Evelyn Reid is a student at Concordia University and a research assistant with the Adaptech Project at Dawson College in Montreal.)*

Balka, E. (1997). *Computer Networking: Spinsters on the Web.* Ottawa, ON: Canadian Research Institute for the Advancement of Women. Abstract available at www.gov.on.ca/owd/bibhco~1.htm.

Fawcett, G. (1996). *Living with Disability in Canada: An Economic Portrait.* Hull, Quebec: Human Resources Development Canada, Office for Disability Issues.

NEADS (National Educational Association of Disabled Students). (1993). Study of financial assistance available to post-secondary students with disabilities: Accommodating individual needs for the future —Final Report. Ottawa: Author.

Spertus, E. (1991). Why are there so few female computer scientists? [Internet]. Available at www.ai.mit.edu/people/ellens/Gender/pap/pap.html.

# Acadia

▶ From Page 6

and to reinstall files on the new machine, as well as the investments in time necessary to learn the new platform.

### Relations with Students

There is more contact with students in the classroom. Whereas a course used to involve three hours of lecture a week, now it may involve three hours of lecture plus a 1.5-hour seminar or lab. A lab or seminar may be added to provide a means for students to use the technology or because there wasn't enough time under the previous structure to cover the material. Sometimes the number of hours of class-time is the same, but the type of interactions is changed, e.g., from a format of 3 hours of lecture plus a 3-hour lab once a week to a twice-weekly combination of 1 hour of lecture and 2 hours of studio lab.

Not only has the quantity of contact time with students changed, but the quality has as well. Instructors report more meaningful interactions with students. Instead of largely one-way communication at the distance between the podium and the [hopefully] receiving ears in the lecture theatre, there is more two-way communication at the distance between peripatetic instructor and the student beside whose chair the instructor stands in the studio. Students who are unwilling to risk speaking up in the formal lecture situation, either to ask a question or to suggest an answer to a question posed by the lecturer, do ask questions or speak up in a studio, seminar, or on-line course discussion group. Ironically, as the interactions increase, so do the number of student T.A.'s hired to help answer those questions, so the number of interactions between instructor and student decreases again.

### Collegial Relations

Beyond the effects of technology on faculty workload are the effects of implementing technology on relationships. Planning, preparation, and delivery of courses moves from being a largely solitary activity to one which may involve extensive collaboration. Large-scale changes, such as "The

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# Technology & Time

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while women are decreasing their sensitivity by reducing the volume of infotmation their bodies naturally give them. ...The point of women smoking is that, in order to accept some of the hard psychological conditions of living in the "real world," it is impetative that they succeed in silencing their bodies (114-115)".

"Silencing theit bodies" — there is something in this phrase that seems familiar and very chilling. Women's physical being, apparently, is not a welcome part of the technological revolution. Flesh and blood children are irrelevant here too. "A new human is in the making" (de Kerckhove, 217) but not through women's physical agency.

The history of technology, as many feminist scholars have shown, is steeped in the idea of controlling nature, often expressed in terms of female physicality. Cynthia Cockburn described this in her study of technology and gendet in British companies in the 1980s:

"Sometimes, listening to engineers like Batry, you catch echoes of Francis Bacon, the Renaissance scientist. It is worth remembering the extent to which the creation of science was itself a gendeted and gendering process. ...Reason was a masculine concept, Nature by contrast was female. ...In a tract titled "The Masculine Bitth of Time" Bacon wrote of science: 'I am come in very truth leading you Nature with all her children to bind her to your service and make her your slave'. ...These metaphors ... give a male content to what it is to transform and manage matrer, to tame forces; in short, to be a technologist" (175).

This is familiar knowledge now, and many people, both women and men, are changing the culture of their disciplines to move them away from such extreme gender-divisions. But the lingering tension some of us still feel in relation to computer technology is fuelled by this long history, not to mention the influence of the masculine worlds of computer development and computer marketing.

"Biology is bunk," De Kerckhove says (114). When I last looked, women, even intellectual, professional women, still played a central role in having children, tending them, supporting parents and other relatives, and encouraging students, especially marginalized ones. Thete are still things technology will not do for us, and many of them relate to the physical presence and comfort of our own bodies and those of family and colleagues. We must — because we are not machines — sleep, eat, move, and relate to othets in social and emotional ways. And while it is true that virtual links with far-flung colleagues and friends may have improved through global networks, it is also the case that someone has to go on doing simple daily tasks "off-line."

Technology is matketed as being faster, betrer, saving time, saving us — famously so in the case of household appliances such as dishwashers and vacuum cleaners. Yet as historians of domestic technology have shown, every household appliance that saves time simply taises the expectations for what homemakers can do in a day. The current expectation which lies so heavy on ptofessional women — the superwoman syndrome that expects us to succeed in our profession, eate for children and/or partners, maintain family bonds, and look rested — may be similarly related to this evet increasing technological "support."

I have narrated my own little comedy of techno-errors and interspersed it with other views on technology and time to illustrate the initial question: what is technological change doing to our sense of time as women academics? Fot all of us juggling time-constraints and multiple demands is a well-developed art. For non-tenured and part-time faculty all of the problems mentioned are far, far worse. One colleague who teaches sessionally phoned in her response to my survey — she had no spare moment to write it — and pointed out that not only time but lack of access, support and even hardware are problems that frustrate her:

Having been asked and encouraged to incorpotate technology in my lectures — when I asked for financial backing or help to offset the cost of the hardware I would need to acquire for my own system at home, the answer was "no." (As I am) part-time and degradingly underpaid, the result was immediate ... far fewer bells and whistles from this end.

So, at one extreme we have a rosy vision of virtual beings communicating globally in infinite time; at the other extreme we have underpaid, overworked adjunct faculty who must struggle even to obtain an appropriate machine. Many academic women's positions lie at points between, but perhaps all of us can reflect on the various dimensions of this technological revolution: practical, emotional, physical, and ethical.

Stefan Mochnacki wrote in a recent CAUT *Bulletin*: "Much thought, discussion and even anguish will ensue before computers are fashioned into productive, rewarding and comfortable extensions of ourselves" (32). Comparing our experiences may be one way to move forward with less anguish and with more mutual support — if we can evet find the time. ♀

*(Ann Beer teaches in the Faculty of Education at McGill University: beer@education.mcgill.ca)*

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Aveni, A., *Empires of Time: Calendars, Clocks, and Culture*, New York: Kodansha International, 1995.

Cockburn, C., *Machinery of Dominance: Women, Men, and Technical Know-How*, Boston: Northeastern U.P., 1985.

de Kerckhove, D., *The Skin of Culture: Investigating the New Electronic Reality*, Toronto: Somerville House, 1995.

Mochnacki, S. "The Microsoft Trial — Everyday Software Hangs in the Balance." CAUT/ACPPU *Bulletin*, Vol. 45, No. 10, 1998.

The term "technotime" is adopted, with gratitude, from Aveni's *Empires of Time*, p. 337.

Acknowledgments: I would like to thank all those whose words are quoted here, whether formally published or informally sent to me. I would also like to thank the technical support staff who provide their help cheerfully and at the oddest times.

# Angels

▶ From Page 6

women while she was being treated for breast cancer, indignant survivors forwarded the link and called for a boycott.

Indeed, public pressure is viewed by many as the most important force for improvements, not only in medical care but to stem the environmental degradation associated with breast cancer. The World Breast Cancer Conference, planned for July in Otrawa, has become a focal point for BCANS. One by one, forum patticipants are finding sponsors, proposing ptesentations, making travel plans.

The BCANS website illustrates just one way that the Web can become much more than a business tool or a toy for the technologically endowed. It is a valuable meeting spot — a sort of virtual café-cum-library, with medical data a mouse-click away, on research websites. Unlike an in-person support group, a web forum defies time, distance, weather, illness, shyness. It allows anonymity. Its use is scalable; lurking may be followed eventually by posting a question, which may be followed by regular engagement and the fotmation of petsonal relationships.

At the same time, the Web is not for everyone. Indeed, as of fall 1998 an estimated 150 million people had Internet access — only 1 in 40,000 people worldwide, and many of those only at work. In North America, nearly one-third of us, men and women in comparable numbers, are online; in Europe, roughly one in 10 (except for well-netwotked Finland), in the Third World, only a handful. Will the numbers improve? Will medical self-help become a standard supplement to professional care?

Thete is reason to be wary. Giant business and entertainment interests are already running the Internet Society and the World Wide Web Consortium, the two groups setting the Web's futute architecture. They are interested in high-end technologies to make the Web even more attractive to business and well-off consumers. People with medical issues need the opposite — a simple home tetminal, a cheap connection, and a non-commercial setring for their discourse.

In Halifax, the dozen women at Breast Cancer Action Nova Scotia wonder what lies ahead for theit booming forum, the only one of its kind in the world. At the beginning if 1998, it averaged just a few messages a month; by year's end it was handling about 3,000 monthly. At the users' request, it now includes archives, a live chat, pictures, and biographies. It needs a higher-capacity server, new software, and a salary for the webmistress — whose former weekend hobby now costs her several hours per day.

Can the BCANS project survive? Probably not without some public recognition that services like theirs deserve protection. As the traditional family caregivers, women especially should make sure that grassroots uses of the Web, for medical support and other humanitarian purposes, are protected. Aftet all, our public funds created the net; but headlong privatization could squeeze out the "angels" with their collective gifts of the heart. ♀

*(Patricia Radin is a doctoral candidate at the University of Washington. She is studying the BCANS forum for her dissertation. She is also Assistant Director of Canadian Studies at the UW, and holds a master's degree in science and technology policy from the University of Lund, Sweden. A more detailed paper she wrote on the forum is available at: <http://bca.ns.ca/softly1.html>.)*

# Acadia

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Digital Agora" (Watters et al., 1998), involve high degrees of collabotation to implement.

Relationships between instructors also change as the nature of the course changes from professor lecturing and lab instructor teaching the lab to professor and lab instructor in the room together in a studio course. The advent of the studio-type course has the potential for sharing of responsibilities, a blending of the roles of the professor and the lab instructor. The degree to which the tesponsibilities are shared is a function of the particular individuals involved and of the stated or unstated assumptions about each party's role.

### Impact on Scheduling & Staffing

Limitations of classroom size, facilities, or scheduling, as well as what's feasible based on new methods of course delivery affect course offerings and class sizes, not only in the modified course, but perhaps in other courses as well.

Staffing must keep pace with changing requirements. Introduction and use of technology necessitates increases in technology-support staff. Addition of labs, computer-based or not, likely involves the hiring of lab instructors and student teaching assistants. It is not necessarily the case that numbers of employees must be increased, though — there may be opportunities to more fully employ some staff members who are curtently underemployed (e.g., lab instructors who are not employed by the university during the summer months). More assignments translate into more employment oppottunities for student markers. There is even a reversal of the traditional teacher/student role, as students are hired to assist faculty with the technology.

### Conclusions & Recommendations

The botrom line is that workload is increased substantially for course development and may be greatet in post-technology maintenance mode than in pre-technology maintenance mode. Considerable dedication is required to use technology effectively in teaching. The nature of relationships with students and colleagues changes. Benefits to faculty include intellectual challenge, revitalization of subjects, and addition of skills.

It is important to think carefully about the appropriateness of the technology to the subject matrer, with support (in terms of time, funds, and recognition) for such considerations. Good training and support for faculty and students are essential. Issues to consider in negotiating new collective agreements include: intellectual property and copyrights; faculty-student ratios; recognition of innovation, contribution to pedagogy, and course development in applications for tenure and promotion; course relief and/or stipends for development; appropriate application of technology (academic freedom); wotking conditions (teaching load, scheduling, ergonomics, adequacy of classroom/laboratory/office, computer support); professional development; and updated job descriptions. ♀

*(Valerie Partridge is a Demonstrator/Lab Instructor and Statistical Consultant in the Department of Mathematics and Statistics at Acadia University.)*

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For additional experiences, views, and advice, see the January 1998 issue of the Communications of the ACM (Vol. 41, Number 1), which has a number of articles on "campus-wide computing" written by faculty and staff members involved in one-student-one-computer programs at several North American universities.

Watters, Carolyn, Conley, Marshall, and Alexander, Cynthia. 1998. *The Digital Agora: Using Technology for Learning in the Social Sciences.* Communications of the ACM 41(1): 50-57.

Williams, PJ., MacLatchy, Cyrus S., Backman, Philip J., and Retson, Duncan S. 1996. *Studio Physics Report on the Acadia Advantage.* http://www.acadiau.ca/advantage/physics.htm.

Thanks to the members of faculty at Acadia interviewed for this article. Special thanks to Barbara Kehler.

# Illusions of Inclusion

*by Linda Paul*

The Illusion of Inclusion: Women in Post-Secondary Education is an important, immensely gripping, very readable book. I was particularly pleased about this as my four-hour flight from Ottawa to the west literally flew by as I read it. I became completely engrossed in this book. This collection of articles, written by and about women in many different situations in academia, from undergraduate to graduate, from professors to administrators, covers many subjects applicable to women. Other articles refer to more specific circumstances — the older student, the wider student ("The Academic Shunning of Fat Old Women"); concerns around useful and flexible daycare provisions; women in science; women students and professors who leave the university. Many subjects are included, topics which some of us might simply not consider. By the time we have completed the book, we cannot ignore their impact.

I found these articles extremely reaffirming. They seemed to talk to me personally and validated many of my academic experiences. They suggested that my life, once as a female student, now as a woman academic, was and is important. The contributions also suggested that the experiences I encountered were shared by many, that I was not alone. Obviously, many of the topics were not new to me. I had heard of or discussed them before. Some perspectives were novel. Having an anthology which includes many articles that interacted, reiterated, and forced the reader to examine subjects from various perspectives, in a short space (256 pages) and therefore in a relatively short reading time, was appreciated. It would be difficult not to get the message: few women receive equal treatment when compared to men in the university setting.

The first article, "The Four Phases of Academe," discusses women, within and originally excluded from academe, historically, from the creation of the first universities which had a monastic, completely male-centered student and professorial clientele, to the present day where academia is still generally androcentric and patriarchal. Many other articles also reiterate historical transitions and milestones for women. As a result, the reader can picture how far post-secondary institutions still have to go to become equitable. The entire volume adds to our knowledge of where we were, where we are now, and how we must change. Useful, too, is the fact that it is a Canadian collection.

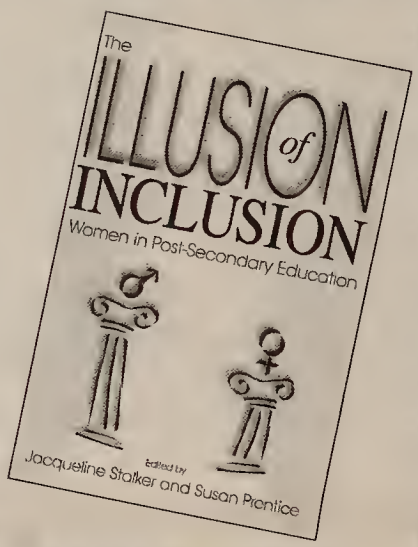
To me, this book should be required reading for all who enter the ivy-covered walls of academia. It is important for administrators as well as lecturers, students and staff. It is vital that men should read this too. Because it is written in a non-threatening way, with many experiential stories documenting women's situations through the use of questionnaires, men should not feel an accusing finger pointing directly at them personally. Male students and staff, however, should hopefully come to perceive the entire structural, systemic nature of the discrimination of this still dominantly male-centered institution which was created for men and still strongly exudes their perspectives, experiences and "knowledge" as the norm for all.

The reader may find it surprising that I, having strongly affirmed the significance of the entire epistle, nearly closed these pages forever, after I had read the first page of the Introduction:

In comparison to most Canadian women, female students and faculty members are decidedly well-off. Women academics are part of a privileged elite whose professional careers provide many more rewards than do most women's jobs. Similarly, female graduates of colleges and universities generally go on to workforce participation that is demonstrably better than that of women without higher education credentials. (p. 12)

Unfortunately, I belong to that group of individuals which is so invisible within academia; even though we generally make up half of our particular rank of faculty in most universities, the lowest one, we are virtually excluded from the book. I am a sessional lecturer, and have been for 26 years. I do not belong to the 'privileged elite.' My salary, a quarter of that of my professor husband's when I teach the equivalent of a full load, is so low that I feel disadvantaged when I compare myself to women friends in virtually every other profession. I am generally ignored. My work is devalued. And yet no articles in the book or even major segments of them related to my rank.

Similarly, referring to the above quote, in this age of part-timers, I feel many students, female and male, do not achieve their ultimate goals in the workforce. Many seem confined to part-time and low-paying jobs. If their objective from a university degree was to obtain better employment opportunities, I am sure many are disappointed.




***The Illusion of Inclusion: Women in Post-Secondary Education***
Eds. Jacqueline Stalker & Susan Prentice, Halifax: Fernwood Publishing, 1998; 256 pp; $22.95 CA.

Another exclusion, though to a lesser extent, relates to other marginalized groups: minorities, Aboriginals, the differently-abled, lesbians and gays. One short, two-page item is written by an Aboriginal woman, "An Education at Last." One article is empathetically-written by a non-Aboriginal about First Nations students, "Strangers in Canadian Classrooms: Native Students and Quebec Colleges." Others allude to or include in a segment of a contribution, the marginalized, such as in "For Her Own Good? Women and Safety at Post-Secondary Institutions" and "Everyday Advice for Working-Class Mothers Returning to School." Both of these commentaries are valuable and thought-provoking. I would have liked to see more articles written specifically by and about members from doubly-disadvantaged groups.

***"It would be difficult not to get the message: few women receive equal treatment when compared to men in the university setting... from the creation of the first universities which had a monastic, completely male-centered student and professorial clientele, to the present day where academia is still generally androcentric and patriarchal."***

However, my criticism stops here. The book is still extremely worthwhile. The situations covered are done in a very sensitive way, comprehensive, adding much to our knowledge about women who feel excluded from academe.

How is this accomplished? The content is subdivided into five separate, but often overlapping sections. After the Foreword and Introduction set the scene, Part 1 deals with "Post-Secondary Education: The Inclusion Myth Then and Now." Parts 2 and 3 center, respectively, on "Women as Students: The Marginal Majority" and "Women as Faculty: the Marginal Minority." Both are exceedingly useful sections. They describe, often through interviews "Making the Grades Against the Odds: Women as University Undergraduates," "It's Still a Man's World: Women and Graduate Study," "The Revolving Door: Faculty Women who Exit Academia" or partly through anecdotal evidence — "The Academic Shunning of Fat Old Women, "An Education at Last," and "Hiring Women at Canadian Universities: Subversion of Equity" — personal situations which marginalize women, making their academic life more difficult, more frustrating, less validated.

The stories are personal, sincere, crying to be heard. I hope we listen and make decisions to change our own actions. Rose Sheinin's article, "The Changing Space for Women in Academe: The "En-gender-ing of Knowledge" is also valuable, asking "what is knowledge and does it have a gender? If so, what is gender and when and how did it become a characteristic of knowledge?" (95) What masculinized knowledge in medieval university times was the Church. The scientific revolution then introduced the idea of the scientific method as the main methodology for acquiring knowledge. These became intellectual canons in academe, ones which women (and some men) only recently have been able to challenge, not always successfully. Supportive women academic administrators play a crucial role in engendering knowledge and creating an accepting space for women within the institution.

Part 4 turns to policies and practices. "Ensuring Our 'Vocal Presence' in the Classroom" discusses the complexities of making all voices heard, disallowing the silencing of voices which are often excluded from classroom discussions. Safety is an issue with multi-faceted ramifications, many of which are not met. How do we transform science, making it women-friendly, inviting and pertinent to those who have traditionally felt excluded? How can certain teaching paradigms, such as the use of the case study, be inclusive and pertinent to all?

Part 5 turns to change. "Warming the Climate: Towards Inclusion." Jennie Hornosty's article on "Balancing Child Care and Work: The Need for a 'Woman-Friendly' University" is a mine of thought-provoking concepts ranging from the idea that women have traditionally been excluded 'from making of ideology, of knowledge and of culture' to the fact that universities tend to assume they are a place of work (and thus in the public domain) while children are family responsibilities in the private sphere and therefore of little concern to the larger institution. Hence the often astonishing lack of flexible day-care provisions. In this section, we learn of the tenacious and exhausting life of poor students, often single mothers, struggling to make ends meet. Universities tend to stereotype students as white, male and privileged, less often as female and poor. Policies reflect this. New ways of seeing are suggested. Jacqueline Stalker urges, "Let's Start the Revolution." The concluding article presents 54 recommendations presented by the Canadian Federation of University Women (CFUW) to create a 'Woman-Friendly' University, a positive challenge rather than a negative denunciation. Hopefully, many readers will take up the challenge, demanding, cajoling, yes, insisting on change.

I cannot close without complementing the editors for including two particularly prickly topics: chilly climate and sexual harassment. While these topics are often avoided in literature concerning women academics, in this volume, they are woven through several articles, specific examples highlighting the expanse of these frigid subjects. They suggest why women may find the academic atmosphere glacial and threatening, why their learning may be hampered, their days fear-filled and joyless, why some leave, drop-out, disappear. Men might find this impossible to imagine, these extra layers of burden that some academic women face. Only last night, after I finished teaching my evening class and walked along an unlit, tree and hedge-lined walk on our campus, for once accompanied by a male student, I commented on my usual feeling of insecurity as I walked that route at night alone. His reply? "Oh! That's something I don't have to consider. I go wherever I want and never feel afraid." The university has recently implemented a "Safe Walk" Campaign. Women can now request walks to their car or bus after dark.

All the articles in *The Illusion of Inclusion* add to our knowledge of women in academe. They are useful, well-written and thought-provoking. I hope many read them and then act. ♀

*(Linda Paul teaches Geography at the University of Regina. She is also a member of CAUT's Status of Women Committee.)*

mation (including e-mail addresses) of the three possible referees. Send applications to William E. Rees, PhD, Director, UBC School of Community and Regional Planning, 6333 Memorial Road, Vancouver, BC, Canada V6T 1Z2. Complete applications are due by 15 May, 1999, in accordance with Canadian immigration requirements, this announcement is directed first to Canadian citizens and permanent residents. The University of British Columbia is committed to employment equity. We encourage all qualified persons to apply. All applications are invited to visit the SCARP web-site at: www.interchg.ubc.ca/plankcorp.html and the CHS web-site at: www.inteschange.ubc.ca/chs/.

### COMMUNITY HEALTH SCIENCES

**UNIVERSITY OF MANITOBA** — Individuals with skills in research administration as well as the research process itself are encouraged to apply for a research associate/research management position at the Manitoba Centre for Health Policy and Evaluation. The MCHPE is about to embark on a major expansion in both physical space and in research scope in both clinical and social policy research. An individual with broad research interests who can help direct this process is needed. MCHPE is a research unit located in the Department of Community Health Sciences, Faculty of Medicine at the University of Manitoba. The position will be of interest to individuals who want to be closely involved in research that is relevant to the policy process. Educational preparation at the Master's or PhD level in health services research, or business administration or the social sciences with experience in the health sector is required. Salary will be commensurate with qualifications and experience. Applicants will demonstrate a history of: working independently and collaboratively; analyzing and interpreting statistical data; writing clearly for audiences outside of the field (ie reports written for managers or the media); making presentations to various groups of people; organizational skills and ability to work well on a project basis with high pressure deadlines; administrative capabilities to support the Co-Directors on matters of human resources, public relations and all other related research responsibilities. Short listed candidates will be asked to complete an exercise involving taped presentation of research materials. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, Aboriginal peoples and persons with disabilities. This advertisement is directed to Canadian citizens and permanent residents. Applications should be forwarded to: Mrs. Carole Ouelette, Manitoba Centre for Health Policy and Evaluation, Department of Community Health Sciences, S101-750 Bannatyne Avenue, Winnipeg, Manitoba, R3E 0W3. Closing date for receipt of applications is April 30, 1999.

**UNIVERSITY OF MANITOBA — The Manitoba Centre for Health Policy and Evaluation** (MCHPE) in the Department of Community Health Sciences, Faculty of Medicine, University of Manitoba invites individuals with a strong background in health services research or social sciences to work jointly with the Winnipeg Hospital Authority (WHA) as Research Associate. This individual is required by April 1, 1999 or as soon thereafter as possible. This individual will work with researchers and managers to identify and carry out studies that build on possibilities for collaboration across the two organizations, chair working groups of recognized experts and take a primary role in data analysis and drafting of project reports. Collaboration will be required with clinical program teams and the Community Health Assessment unit which will encompass development of analysis for clinical programs planning and evaluation; development of policies and procedures for accessing data across organizations and data sets; and provision of education and training on date and analysis available within the WHA, MCHPE and other organizations. Applicants should possess a Master's or PhD degree in health services research or the social sciences with experience in the health sector being preferred. Salary will be commensurate with qualifications and experience. Applicants will demonstrate a history of: working independently and collaboratively; analyzing and interpreting statistical data; writing clearly for audiences outside of the field (ie reports written for managers or the media); making presentations to various groups of people; be familiar with health care systems and terminology; using spreadsheet and word processing computer programs; working with databases would be an asset; being organized and able to work well on a project bass with a defined deadline. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, Aboriginal peoples, and persons with disabilities. This advertisement is directed to Canadian citizens and permanent residents. Applications should be forwarded to: Mrs. Carole Ouelette, Manitoba Centre for Health Policy and Evaluation, Department of Community Health Sciences, S101-750 Bannatyne Avenue, Winnipeg, Manitoba, R3E 0W3. Closing date for receipt of applications is April 30, 1999.

### COMPUTING & INFORMATION SYSTEMS

**ATHABASCA UNIVERSITY — Computing and Information Systems.** Athabasca University, Canada's Open University invites applications from qualified individuals to coordinate and teach courses in Computing and Information Systems in its Centre for Computing, Information Systems and Mathematics. There are two continuing appointment positions in Computing and Information Systems. The first position has an immediate start date and the second a September 1, 1999, start date. Athabasca University is Canada's leading open university and delivers education at a distance to over 15,000 students. The Centre for Computing, Information Systems, and Mathematics (CCISM) offers a B.A. Major in Information Systems, a Certificate in Information Systems and a B.Sc. in Computing and Information Systems. Most courses are delivered to the student's home or workplace using a combination of multimedia delivery via the World Wide Web and printed materials. For the first position, at the assistant or associate professor level, the candidate must have research interests in and an applications orientation to data communications, networking, distributed systems, and software development in a distributed environment. The successful candidate will be responsible for developing and maintaining courses in these and related areas. A PhD in computes science, information systems or a related discipline, and applied experience are required for this position. For the second position, at the assistant professor level, the candidate must have a research interest in and an applications orientation to operating systems and systems administration. A PhD in computing and information systems or a related discipline, and two years experience in systems administration and user support are required for this position. A Masters degree with four years experience may be considered equivalent. The successful candidate will have the primary role in developing, and maintaining a credential in systems administration and user support. An intesect (and prefesably experience) in computes-based learning and distance education is essential for both positions. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applicants should submit a full curriculum vitae with names, telephone numbers and addresses of three (3) referees by May 15, 1999, to: Linda Reimer, Office of the President, Athabasca University, 1 University Drive, Athabasca, Alberta, Canada, T9S 3A3 or e-mail resume@athabascau.ca. Furthes information about this position can be obtained from Dr. Peter Holt, (780) 675-6225, Holt@athabascau.ca, or http://ccism.pc.athabasca.ca.

### DRAMA

**QUEEN'S UNIVERSITY — The Department of Drama**, Queen's University invites applications for an 8 month adjunct appointment in the Lecturer or Assistant Professor level commencing September 1, 1999. The Department's major focus is on theatre in Canada in its current and historical context, and the program examines the theatre on a laboratory model in which practice and theory inform each other. The person appointed will be expected to teach three half courses in dramatic literature and theatre history. In addition to evidence of effective teaching, the successful candidate will have a demonstrated interest in the material covered in the above areas and have completed, or be nearing completion of, the Ph.D. Queen's University has an Employment Equity Program, welcomes diversity in the workplace, and encourages applications from all qualified women and men, including aboriginal peoples, persons with disabilities, visible minorities, gay men and lesbians. In accordance with Canadian immigration requirements this advertisement is directed to Canadian citizens and permanent residents. A letter of application, curriculum vitae and three letters of reference should be sent to Professor Gary Wagner, Head and Chair of the Appointment Committee, Department of Drama, Queen's University, Kingston, Ontario, Canada, K7L 3N6. Fax: (613) 533-6268, Telephone: (613) 533-2104. The closing date for applications is May 5, 1999.

### EARTH SCIENCE

**MCMASTER UNIVERSITY — The School of Geography and Geology** at McMaster University seeks an earth scientist specializing EITHER in (i) stable isotope geochemistry, OR in (ii) applied geophysics. The successful applicant would contribute substantially to teaching in the core Geology program. Ability to teach remote sensing or GIS would be an asset. This tenure-track appointment will be at the level of Assistant Professor or (in an exceptional case) junior Associate Professor, to start July 1, 1999. Candidates should have a Ph.D. at the time of appointment and have a strong record in, or demonstrated potential for, high quality teaching, funded research, and publication. Closing date for consideration of applications is May 3, although prior to that date we may begin to contact applicants for interview. Applications should include a curriculum vitae, names of three referees, a statement outlining teaching and research interests, evidence of teaching ability, and up to three journal articles (reprints or submitted). Applicants should arrange for their referees to send letters of reference prior to the closing date. The letters and the application should be sent to Dr. Richard Harris, Earth Science Search Committee, School of Geography and Geology, McMaster University, 1280 Main Street West, ABB-121, Hamilton, ON L8S 4M1. In accordance with Canadian immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents of Canada. McMaster University is committed to Employment Equity and encourages applications from all qualified candidates, including abongenal peoples, persons with disabilities, members of visible minorities, and women.

### EDUCATION

**UNIVERSITY OF SASKATCHEWAN — College of Education, Centre for School-Based Experiences.** The College of Education, University of Saskatchewan, invites applications for approximately ten College supervisor positions during the Fall term of the 1999-2000 academic year. Successful candidates will be assigned to supervise interns place in schools throughout the province and to conduct seminars for interns and their cooperating teachers. Candidates must have the following minimum qualifications: successful K-12 teaching experience and a valid Saskatchewan teaching certificate or eligibility for such; B.Ed. degree or equivalent, preferably a M.Ed. degree, plus extensive experience in intern supervision; proven ability to work with administrators, teachers, student teachers and interns; willingness and ability to travel to and stay overnight in remote areas during the week. Salary and rank will be commensurate with qualifications and experience. All appointments are subject to budgetary approval. These are fulltime term positions from August 1, 1999 through December 31, 1999. Candidates should submit a covering letter, curriculum vitae, and the names of three references to: Dr. Trevor Gambell, Assistant Dean (Student Affairs), College of Education, University of Saskatchewan, 28 Campus Drive, Saskatoon, Saskatchewan S7N 0X1 Canada. Deadline for applications is April 16, 1999. Candidates will likely not be informed of appointments until June, 1999. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University is committed to Employment Equity. Members of Designated Groups (women, aboriginal people, people with disabilities, and visible minorities) are encouraged to self-identify on their applications.

### EDUCATIONAL ADMINISTRATION

**ST. FRANCIS XAVIER UNIVERSITY — Educational Administration.** St. Francis Xavier University is seeking a sessional instructor to teach 2 courses during summer school, July 1999. These are: 1) The implementation of educational change and 2) Selected topics in education: Power, culture and curriculum leadership. Applicants should have a PhD in Educational Administration or a related field, experienced teaching at the graduate level, and a demonstrated understanding of the intes-relationships connecting change, power, culture and leadership. The prefered candidate

## Université d'Ottawa

### L'ÉCOLE D'INGÉNIERIE ET DE TECHNOLOGIE DE L'INFORMATION

L'École d'ingénierie et de technologie de l'information (ÉITI) cherche à combler des postes de professeur(e)s à temps plein, agrégé(e)(s) ou adjoint(e)(s), postes menant à la permanence. L'École comprend les domaines de génie informatique, de science informatique, de génie du logiciel, et de génie électrique. D'intérêt particulier seront les candidats avec expertise en architecture des ordinateurs, systèmes d'exploitation, bases de données, architecture de logiciel, élaboration de logiciel, méthodologies de développement de logiciel, systèmes répartis, technologie de l'internet, communications optiques et sans fils, électroniques, systèmes et contrôle, et informatique biomedicale. Préférence est accordée aux détenteurs d'un docinrat en science informatique, en génie informatique, en génie électrique ou dans toute discipline connexe, ainsi qu'aux candidat(e)s pouvant démontrer un fort potentiel en recherebe et d'excetientes aptitudes pédagogiques. Le statut et la rémunération seront établis en fonction des qualifications et de l'expérience du/de la candidat(e). Le bilinguisme (français et anglais) serait un atout. L'admissibilité à l'ordre des ingénieurs professionnels de l'Ontario serait considérée aussi comme un atout pour ces postes.

L'École compte présentement 1507 étudiants au 1er cycle, 267 étudiants diplomés, 41 professeurs et offre des programmes complets de baccalauréat, de maîtrise et de doctorat en génie informatique, génie électrique, génie du logiciel, et science informatique. L'Université offre d'excetientes occasions de collaboration avec l'industrie des technologies de pototе. Elle se situe au coeur de la capitale canadienne, région métropolitaine d'un million d'habitants reconnue pour la qualité de ses tostitutions culturelles et récréatives.

L'examen des candidatures se poursuivra jusqu'à ce que les postes soient comblés. Le date (négoctable) d'entrée en fonctions sera le 1er janvier 1999 ou le 1er juillet 1999. Toute demande, accompagnée d'un curriculum vitae et des noms et adresses de trois références, doit être expédiée à l'adresse suivante : **Directeur, École d'ingénierie et de technologie de l'information, Faculté de génie, 150, rue Louis Pasteur, Ottawa (Ontario) K1N 6N5.** Ces postes sont assujettis aux approbations budgétaires. L'Université d'Ottawa pratique l'équité en matière d'emploi et invite inutes personnes qualifiées, y compris les minorités visibles, les autochtones et les personnes handicapées, à postuler. Les femmes sont fortement encouragées à poser leur candidature. En accord avec les exigences canadiennes d'immigration, cette annonce s'adresse d'abord, mais non exclusivement, aux personnes ayant la citoyenneté canadienne ou le statut de résident permanent.

## University of Ottawa

### THE SCHOOL OF INFORMATION TECHNOLOGY AND ENGINEERING

The School of Information Technology and Engineering (SITE) seeks applications for tenure-track faculty appointments at the Assistant/Associate Professor level in the general areas of computer engineering, computer science, software engineering, and electrical engineering. The School is particularly interested in candidates with expertise in computer architecture, operating systems, databases, software architecture, software development process, software methodologies, distributed systems, internet technologies, optical and wireless communications, electronics, system engineering, and biomedical informatics.

Candidates must have a Ph.D. in computer engineering, computer science, electrical engineering or related discipline. The successful candidates must have excellent academic credentials and an ability in develop a strong independent research program, as well teach effectively at the undergraduate and graduate levels. Rank and salary are commensurate with qualifications and experience.

Bilingualism (English and French) would be an asset. For some positions eligibility for registration as a Professional Engineer in Ontario would also be an asset.

The School currently has 1507 undergraduate students, 267 graduate students and 41 faculty. It offers a full slate of degrees at the Bachelor's, Master's and Doctoral levels in Computer Engineering, Electrical Engineering, Software Engineering and Computer Science. Opportunities for collaboration with toformation-technology industries in Ottawa, the Silicon Valley North, are among the best. The Ottawa-National Capital region offers a remarkable variety of cultural and recreational opportunities.

Processing of applications will continue until the positions are filled. The starting date is January 1, 1999 or July 1, 1999. Applications including a curriculum vitae and the names and addresses of three referees should be sent to: **The Director of the School of Information Technology and Engineering, Faculty of Engineering, 150 Louis Pasteur, Ottawa, ON, K1N 6N5.** Positions are subject to budget approval.

The University of Ottawa is committed to employment equity, welcomes diversity to the workplace, and encourages applications from all qualified individuals including members of visible mtoorities, aboriginal persons and persons with disabilities. The University strongly encourages applications from women.

In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada.

**University of New Brunswick**

## The Right Mandate at the Right Time . . .
## Where the Quality of Life is Second-to-None

The University of New Brunswick is one of Canada's premium comprehensive universities; it plays a significant role in the lives of the people of New Brunswick, their economic success, and their social well-being. The University has a rich history, since 1785, and enjoys a population composed of students and faculty from around the world.

# Vice President, Finance and Administration

The University of New Brunswick is now poised to enter the new millennium with boldness and excitement. Engaged in a challenging Renewal Process, the senior executive team seeks an energetic and dynamic new team member to join them and provide financial/business planning leadership.

With the mandate to build a quality corporate service team in the areas of finance, technology, and facilities, the new Vice President, Finance and Administration must be a leader with the proven ability to: provide strong financial and budgetary planning; explore new ways of financing quality education; ensure the institution gets maximum value for its financial resources; encourage and support the broader management team with timely, accurate and meaningful information; champion new ideas; and find ways to provide the technological support the administrative and academic teams require to become world leaders. Business acumen, a collegial approach to achieving results with others, and the ability to lead change in a complex, multiple constituent organization are essential. A commitment to and a knowledge of higher education are also important.

To explore this opportunity, please send, in confidence, your detailed resume to Box 247 Park Lane, 5657 Spring Garden Road, Suite 500, Halifax, Nova Scotia B3J 3R4 or by e-mail to halifax@caldwellsearch.com or by fax to (902) 429-5606. Project 6293.

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will be one whose personal research agenda incorporates and explores these areas. For further information, please contact Dr. Tim Goddard, Coordinator of Graduate Studies in Education, at 902-867-2464, or at <goddard@stfx.ca>. Letters of application, together with a comprehensive curriculum vitae and the names/contact information for three references, should be directed to Dr. Jeff Orr, Chair, Department of Education, St. Francis Xavier University, P.O. Box 5000, Antigonish, Nova Scotia, B2G 2W5. Applications will be received until 30 April 1999.

### ENDOCRINOLOGY

**DALHOUSIE UNIVERSITY/QUEEN ELIZABETH II HEALTH SCIENCES CENTRE — Division of Endocrinology.** The Department of Medicine, Dalhousie University/QEII Health Sciences Centre seeks applications for a hospital-based endocrinologist in the Division of Endocrinology. This is a combined Hospital/University (geographic full-time) position with the academic rank of associate/full professor, dependent upon qualifications & experience. Candidates must have FRCP(C) certification (or equivalent) and be eligible for specialty licensure in Nova Scotia. The successful applicant would be expected to spend approximately 50% of his or her time doing basic research in some aspect of endocrinology or metabolism. The other 50% would be divided amongst clinical activities, administration and teaching, at both graduate and undergraduate levels. The individual would participate in all of the Division's activities, and would there consultation service, on-call, and teaching responsibilities. It is expected that the applicant would spend two half-days or equivalent in a specialty endocrinology clinic in the area of his or her expertise. The individual's area of research and clinical expertise should complement those of other members of the Division, with a major focus on bone disease, thyroid disease, or diabetes. The Division of Endocrinology is committed to excellence in clinical care, education, and research, and the successful applicant will be strong in each of these areas. Clinical activities include ambulatory care and in-patient consultation. Through our close links with the Diabetes Management Centre and the Osteoporosis Centre the Division plays a major role in preventive endocrine health for the city and province. Major research interests of the Division include studies of thyroid/orbital, autoimmunity, diabetes and the role of leptin in obesity, and clinical studies of novel therapeutic agents. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Dalhousie University is an Employment Equity/Affirmative Action employer. The University encourages applications from qualified Aboriginal Peoples, persons with disabilities, racially visible persons and women. Please send Curriculum Vitae and names and addresses of three referees to: Dr. Jack Wall, Head, Division of Endocrinology and Metabolism, QEII Health Sciences Centre, Room 0-54, 7-North Victoria Building, 1278 Tower Road, Halifax, Nova Scotia B3H 2Y9. Closing date for applications is 30 days after the date of this ad.

### ENGINEERING

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND — Electrical Engineering** Applications are invited for a tenure-track faculty position at the Assistant or Associate Professor level commencing July 2, 1999 or earliest thereafter, in the area of Electronic Devices and Systems with specialization in the design of analog and digital electronic systems, VLSI technology, or the modelling, simulation and synthesis of electronic devices and systems. Salary will be commensurate with qualifications and experience. Applicants should hold a Ph.D degree in Electrical or Computer Engineering in the field of Electronic Devices and Systems, or related fields. Applicants must have a basic degree in Electrical or Computer Engineering. Teaching, research and industrial experience is desirable. The successful candidate would be required to teach undergraduate courses inelectronic devices and circuits and related subjects and graduate courses in their area of specialization, develop undergraduate laboratories, conduct research, initiate collaborative R & D with industry, supervise graduate students, and participate in other educational, scholarly and professional activities. The successful candidate will be expected to register as a Professional Engineer in Newfoundland and Labrador. The Electrical Engineering discipline has well-established co-operative undergraduate programs in Electrical Engineering, as well as active graduate and research programs in computer and digital systems, communications and signal processing, applied electromagnetics, power devices and systems, and control systems. Applicants should send a detailed curriculum vitae, the names of three referees, a one-page statement concerning teaching and research interests, and reprints of three relevant technical publications to: Dr. R. Seshadri, Dean, Faculty of Engineering and Applied Science, Memorial University of Newfoundland, St. John's, Newfoundland, Canada, A1B 3X5; Fax # (709) 737-8975, REFERENCE: ELEC-99-01. The Search committee will begin to review applications starting April 15, 1999, and will continue to do so until the position is filled. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Memorial University of Newfoundland is committed to Employment Equity

**UNIVERSITY OF ALBERTA — Mining Engineering** Applications are invited for a full-time tenure-track position in Mining Engineering. Candidates should have a Bachelor's degree in mining engineering or similar related discipline, knowledge of modern mining technology, and an earned doctorate in mining or a related engineering discipline. Preference will be given to applicants with research interests in one or more of the following areas related to surface and underground mining: mine automation, robotics, computer technology in mining, instrumentation and new technology applications in mining, communications and data handling. The successful candidate will be expected to conduct research and supervise graduate students in his or her area of expertise, teach undergraduate and post-graduate courses in mining, and assist in the teaching of other courses at the undergraduate level. The successful candidate should have mining industrial experience and good contacts within the industry, good communication and presentation skills, and strong leadership capabilities to help continue development of the mining program and to foster close cooperation with the Mining Industry. The person appointed will be expected to obtain and maintain registration as a Professional Engineer in Alberta. While our preference is to appoint at the rank of Assistant Professor, the level of appointment will depend on qualifications and experience. The University of Alberta, founded in 1908, is one of the largest universities in Canada with over 25,000 undergraduate and over 4000 graduate students. The Faculty of Engineering has over 2500 undergraduate and 500 graduate students. The School of Mining and Petroleum Engineering, a division of the Department of Civil and Environmental Engineering, offers BSc MEng; MSc and PhD programs in both mining and petroleum engineering. The School has 10 faculty positions, 143 undergraduate students and 35 graduate students. The School of Mining and Petroleum Engineering is supported by a very strong and active Mining Industry Advisory Committee, which provides advice, support and financial assistance to the teaching and research programs. The University is situated in the heart of Edmonton on the banks of the North Saskatchewan river. Edmonton has a population in excess of 700,000 and offers a diverse array of cultural and sporting activities year round. The City has one of the lowest costs of living in Canada. The Rocky Mountain National Parks of Jasper and Banff are readily accessible from Edmonton by modern express highways, providing access to some of the finest skiing, kayaking, cycling, camping, backpacking and fishing in the world. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. Applicants should send a curriculum vitae including employment history, citizenship, teaching, research and publication record, a statement concerning their teaching and research interests, and the names of at least three referees by May 31, 1999 to: Dr. Jozef Szymanski, Acting Director, School of Mining and Petroleum Engineering, Department of Civil and Environmental Engineering, 220 Civil Electrical Building, University of Alberta, Edmonton, Alberta, CANADA, T6G 2G7. Tel: (780) 492-3810, Fax: (780) 492-3409. E-mail: jozef.szymanski@ualberta.ca. Home page: www.civil.ualberta.ca. The University of Alberta is committed to the principle of equity in employment. As an employer, we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal peoples, persons with disabilities, and members of visible minorities.

**THE UNIVERSITY OF BRITISH COLUMBIA — Department of Mining and Mineral Process Engineering.** Endowed Research Chair Mining and the Environment. Applications are invited for a faculty position at the rank of Associate Professor or Professor in the Department of Mining and Mineral Process Engineering at the University of British Columbia, effective as soon as it can be filled. The successful candidate will be expected to conduct research and teach in the area of mining and the environment: for example, in prediction and control of metal release and acid mine drainage; co-disposal of wastes; impart assessment tools and risk analysis; mine closure and reclamation. All applicants should hold a PhD degree, and those with industrial experience and strong communication skills will be given preference. It is preferred that the successful candidate have or seek professional registration with the Association of Professional Engineers and Geoscientists of British Columbia. Salary will be commensurate with qualifications and experience, and filling the position is subject to final budgetary approval. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The University of British Columbia hires on the basis of merit and is committed to employment equity. All qualified persons are encouraged to apply. Applications, containing a complete curriculum vitae and the names of at least three referees, should be sent before April 30th 1999 to: Dr. M. J. Scoble, Head, Department of Mining and Mineral Process Engineering, The University of British Columbia, Vancouver, B.C., Canada, V6T 1Z4 Further information on the department is available at the web address: www.mining.ubc.ca.

**OKANAGAN UNIVERSITY COLLEGE — The Department of Civil Engineering Technology** in the Faculty of Trades & Technology requires a College Professor to teach first and second year courses in some of the following areas: Surveying, Materials Testing, Computer Applications, Structural Design, Hydraulics, Highway Design. Preferred qualification is a Master's degree in Civil Engineering or equivalent. A Civil Engineering Degree/Diploma is required. The candidate should have post-secondary teaching experience and extensive applied Canadian experience in the industry. The successful candidate must be committed to a team approach and demonstrate good English skills (both written and oral). Candidates must be eligible for membership in APEGBC or ASTTBC. For inquiries of an academic nature, please contact Mr. Robers Gallant, Chair, Department of Civil Engineering Technology, at (250) 762-5445, local 4370, or by e-mail at bgallant@okanagan.bc.ca. This is a continuing appointment effective August 3, 1999. This position is subject to budgetary funding. Salary and working conditions are governed by the Okanagan University College Faculty Association Collective Agreement. Placement on the salary scale is dependent upon qualifications and experience. Please submit a curriculum vitae and the names, address and telephone numbers of three referees by April 30, 1999 to: Competition No. 09FAC99(CB), Employee Relations Division, Okanagan University College, 1000 K.L.O. Road, Kelowna, BC V1Y 4X8. Applications may also be faxed to (250) 862-5475. Okanagan University College wishes to thank all applicants for their interest. Only those applicants selected for further consideration will be contacted.

**THE UNIVERSITY OF WESTERN ONTARIO — Electrical/Computer/Software Engineering:** As part of a major initiative at The University of Western Ontario, applications are invited for several probationary (tenure-track) positions at the Assistant/Associate Professor level in the Department of Electrical and Computer Engineering. While applicants in all areas of Electrical and Computer Engineering will be considered, the Department's primary needs are in Software and Computer Engineering. The Department has strong research interests in Communications, Controls, Electromagnetics, Electrostatics, Power Systems, Robotics, Telerobotics and Visualization. In addition a new program in Software Engineering is under development in collaboration with the Department of Computer Science. The Department has been involved recently in the establishment of the Advanced Communication Engineering Research Centre in collaboration with Bell Canada and Nortel Networks Inc. Candidates for these positions should have a PhD in Software Engineering, Computer Engineering, Electrical Engineering, Computer Science, or a related discipline together with an interest and ability to provide leadership and develop a vigorous research activity in their area of expertise. Responsibilities also include teaching at the undergraduate and graduate levels, supervision of graduate students and normal administrative activities involved with such a position. Eligibility for registration as a Professional Engineer in Ontario is desirable. Processing of applications will begin in April 1999 and continue until the positions are filled. A starting date of September 1, 1999 is envisaged but this is negotiable. Applications, including a curriculum vitae and the names and addresses of three referees, should be sent to: R.V. Patel, Chair, Department of Electrical and Computer Engineering, The University of Western Ontario, London, Ontario, Canada N6A 5B9. Positions are subject to budget approval. The University of Western Ontario is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, aboriginal persons, and persons with disabilities.

**UNIVERSITY OF NEW BRUNSWICK — Department of Chemical Engineering.** The University of New Brunswick invites applications for an Associate Chair position in the Dr. Jack McKenzie Limerick Pulp and Paper Research and Education Centre. This is a tenure-track faculty position at the Assistant Professor level in the Department of Chemical Engineering. Candidates should be specialized in any of the broad areas of papermaking, wet end chemistry, pulping and others related to the pulp and paper industry, and should have a PhD in Chemical Engineering, or a related discipline, and a strong commitment to research and teaching. The pulp and paper industry is the largest manufacturing industry in New Brunswick. The Limerick Pulp and Paper Centre, established in 1994, provides the research and teaching programs that address the needs of the industry. Information about the Centre and the Chemical Engineering Department can be found at: http://www.unbca/web/che The position, which is subject to final budgetary approval, is scheduled to take effect July 1, 1999. Candidates should write to the Chair, Department of Chemical Engineering, P.O. Box 4400, University of New Brunswick, Fredericton, NB, E3B 5A3, enclosing a full curriculum vitae and the names and addresses of three referees. Closing date: May 31, 1999, or until a suitable candidate has been identified. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents. The University of New Brunswick is committed to the principle of employment equity.

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QUEEN'S UNIVERSITY AT KINGSTON

## Three Tenure-Track Positions in Civil Engineering

The Department of Civil Engineering at Queen's University conducts internationally recognized research in the areas of water and the environment, and infrastructure renewal. We are looking for 3 dynamic teachers and researchers to join our internationally respected team. Our programs incorporate new approaches to engineering education with emphasis on professional skills development and personal contact with students. We focus our research in strategic areas, and actively involve our industry partners in both research and teaching *(http://civil.queensu.ca/)*.

We are currently inviting applications for 3 tenure track positions in the fields of groundwater contamination and remediation, geo-environmental engineering, and materials engineering with an interest in structural mechanics. We also encourage exceptional candidates with experience in related areas of Civil Engineering to apply. The candidates must hold a Ph.D. (or be near completion) in Civil Engineering or a related field, and must hold or be willing to acquire professional engineering registration in Canada. Previous teaching and industrial experience will be an asset. Hiring will be in phases over the period July 1, 1999 to January 1, 2001 at either the Assistant or Associate Professor level.

*Groundwater Contamination and Remediation*

Preference will be given to candidates with expertise in contaminant hydrogeology, preferably in the area of multiphase flow and methods of remediation. Expertise in either laboratory experimentation and/or numerical simulation will be an asset.

*Materials Engineering and Structural Mechanics*

Preference will be given to candidates who have experience with numerical modelling of material behaviour. It is expected that the successful candidate will work on applications of fibre reinforced polymers (FRP) in civil engineering, and conduct research in an area of interest to the new Centre for Automotive Materials and Manufacturing at Queen's University *(me.queensu.ca/dept/canm.htm)*. This $26 million Centre will focus on finding ways to minimize manufacturing costs and to reduce vehicle weights.

*Geo-Environmental Engineering*

Preference will be given to candidates with experience in the environmental aspects of geotechnical engineering. Consideration will be given to candidates with expertise in any and all areas of geo-environmental engineering.

For all positions, we are interested in enthusiastic and effective teachers who will provide instruction in undergraduate and graduate courses in civil engineering, develop curriculum, supervise graduate students, and also make administrative contributions through service to the Department, Faculty, and the University. The successful candidates will develop highly productive research programs with strong industrial interactions, and will welcome collaboration with researchers in the Civil Engineering Department and related departments at Queen's.

Applicants should submit a curriculum vitae, private e-mail address, copies of up to five recent publications, a statement of research and teaching interests, and the name, mailing address, and email address of three referees to: ***Dr. M.F. Green, P.Eng., Chair, Appointments Committee, Department of Civil Engineering, Queen's University, Kingston, Ontario, Canada, K7L 3N6***; Fax: (613) 533-2128; greenm@civil.queensu.ca.

Queen's offers a competitive salary and benefits program, and teaching and research grants. Priority will be given to applications received before ***June 1, 1999***. Applications will continue to be accepted until the positions are filled.

*In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Queen's University is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, aboriginal people, persons with disabilities, gay men, and lesbians.*

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## ASSOCIATE PROFESSOR — THEATRE, FILM & CREATIVE WRITING

The Department of Threatre, Film and Creative Writing, University of British Columbia, invites applications for a position at the level of Associate Professor in the fields of Acting and Directing. This position is available effective July 1, 1999, subject to budget approval. Candidates should possess at least a Master's degree or equivalent, with experience as a university teacher, as well as proven professional experience and demonstrated cross-disciplinary interests. The successful applicant will teach BFA and BA acting courses as well as make a significant contribution in the areas of Theatre Studies and Dramaturgy. Additional duties will include directing productions for the Theatre at UBC season, instructing and supervising MFA directing students, as well as undertaking administrative responsibilities. Professional work outside the Department will be strongly encouraged. Applicants should send their curriculum vitae, an outline of their current academic and creative interests, and arrange for three letters of reference to be sent to **Professor John Wright, Head, Department of Theatre, Film and Creative Writing, University of British Columbia, 6354 Crescent Road, Vancouver, BC V6T 1Z2.** The deadline for receipt of applications is **April 15, 1999.** UBC hires on the basis of merit, and is committed to employment equity. We encourage all qualified persons to apply. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

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University of Alberta
Edmonton

## Faculty of Business

Applications are sought for a full-time continuing position in management science at the assistant professor level, effective July 1, 1999. The position is subject to funding. PhD or equivalent required, or candidate should be at the completion stage of degree. Salary depends on qualifications.

Candidates should have a strong quantitative background that spans the methodologies of optimization, stochastic modeling and statistics, and should be interested in pursuing research and teaching in management science broadly defined. Stimulation, heuristic methods, multicriteria decision making, or operations in the service sector are of particular interest. A demonstrated potential for high quality research and teaching is required. An ability to interact with the business community is important. The department offers courses in operations management, modeling and statistics at the undergraduate, MBA and PhD levels. Competition remains open until the position is filled. Send resumes to:

Prem P. Talwar, Chair
Department of Finance and Management Science
Faculty of Business
University of Alberta
Edmonton, Alberta
Canada, T6G 2R6
Telephone: (780) 492-2457
Fax: (780) 492-9924
E-mail: prem.talwar@ualberta.ca

*The University of Alberta is committed to the principle of equity in employment. As an employer, we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal peoples, persons with disabilities, and members of visible minorities.*

UNIVERSITY OF ALBERTA
...it makes *sense*.

**CARLETON UNIVERSITY — Department of Mechanical and Aerospace Engineering.** Applications are invited for a tenure-track position at the Assistant Professor level in the Department of Mechanical and Aerospace Engineering to commence July 1, 1999. This position is subject to budgetary approval. Preference will be given to recent PhD graduates with a strong commitment to both teaching and research. Membership or eligibility for membership in a Canadian professional engineering association is desirable. Candidates should be ready to teach in our Mechanical and Aerospace programs, and have demonstrated research ability in one or more of: Design, Solid Mechanics, CAD/CAM, Manufacturing Methods, Computer Visualization, Dynamics and Vibrations. Some industrial experience and a keen interest in Aerospace would be an asset. The Department offers degrees at the Bachelor's, Master's and PhD levels in both Mechanical and Aerospace Engineering and there are excellent opportunities for research collaboration with industry and government institutes and laboratories. Further information on the department is available from http://www.mae.carleton.ca. Applications, with a curriculum vitae, and the names of three referees should be sent to: Professor P.V. Straznicky, Chair, Department of Mechanical and Aerospace Engineering, Carleton University, 1125 Colonel By Drive, Ottawa, Ontario K1S 5B6, Telephone: (613) 520-5694, Fax: (613) 520-5715. Salary will be commensurate with rank and experience. Application deadline: April 30, 1999. Carleton University is committed to equality of employment for women, aboriginal peoples, visible minorities, and persons with disabilities. Persons from these groups are encouraged to apply.

**THE UNIVERSITY OF WATERLOO — The Department of Electrical & Computer Engineering** at the University of Waterloo is seeking an outstanding candidate for a tenure track faculty position, at the level of assistant professor, in the general area of thin film devices, circuits, and systems pertinent to high speed imaging. This position is in conjunction with our recently established DALSA/NTRONSERC Industrial Research Chair in Sensor Technology. The advertised position is for a faculty member who is expected to carry out research that is independent but complementary to the Chair program. The successful candidate is expected to have a strong commitment to teaching and research, including supervision of graduate students. The candidate for the position must have an earned doctoral degree with a strong research record/potential in one or more of the following areas: theory and fabrication of thin film devices, circuits, and systems; high speed and low noise architectures for matrix addressed arrays; design of linear integrated circuits, including analog-to-digital converters and other circuits, for image processing. For information please visit the web (WWW) site, http://www.ece.uwaterloo.ca. Salary will be commensurate with qualification and experience. Applications with complete curriculum vitae and names of at least three references should be sent to: Professor J.A. Field, Coordinator, Faculty Search Committee, Department of Electrical and Computer Engineering, University of Waterloo, Waterloo, Ontario, Canada N2L 3G1. In accordance with Canadian immigration requirements, this advertisement is primarily directed to Canadian citizens and permanent residents. The University of Waterloo encourages applications from all qualified individuals, including women, members of visible minorities, native peoples, and persons with disabilities.

**UNIVERSITY OF WATERLOO — The Department of Electrical and Computer Engineering** at the University of Waterloo seeks an outstanding candidate for a Bell Canada Professor of Telecommunication Software Reliability. This prestigious named professorship was established with support from Bell Canada, a major telecommunication service provider in Canada. The position is tenure-track, with appointment to be made at an assistant or associate professor level. The incumbent will carry out research in software reliability metrics, with focus on telecommunication software. Substantial funding is available to support this research for an initial five-year period, with the possibility of applying for further matching funds from federal and provincial granting agencies and research initiatives. To facilitate rapid ramp-up of the incumbent's research, this position will initially carry a reduced teaching load. The candidate should have a research record in software metrics, software reliability or a related field. He/she should have an earned PhD in Software/Computer/Electrical Engineering, Computer Science or a closely related discipline, and strong commitment to research and teaching. Industrial experience in software reliability engineering, software testing or development would be an asset. The incumbent's research will be carried out in the Bell Canada Software Reliability Laboratory at the University of Waterloo. This unique laboratory was established in 1994 with support from Bell Canada. Its research addresses some of the most challenging issues related to the engineering and reliable operation of software embedded in telecommunication products and systems. More information can be found at http://www.bsr.uwaterloo.ca. The University of Waterloo is a world leader in the field of computer research and education. The Department of Electrical and Computer Engineering (http://www.ece.uwaterloo.ca) is one of the largest in Canada, with 40+ tenured/tenure-track faculty members, extensive facilities and top-grade student body. It offers two undergraduate degree programs, in computer and in electrical engineering, and two graduate programs, at the MASc and PhD level. The Department is housed in the W.G. Dave Centre for Computer Research, a modern, 300,000 ft2 building. The University is located in a pleasant, two-university town of Kitchener-Waterloo (population ~250,000). Waterloo is an apex of the technology triangle of Canada, a high-technology area in southwestern Ontario between Lake Ontario and Lake Huron, some 300 km se from Detroit and 100 km sw from Toronto. Candidates should send their resumes to: Prof. Kostas Kontogiannis, Secretary, Search Committee, Bell Canada Professor of Telecommunication Software Reliability, Department of Electrical and Computer Engineering, University of Waterloo, Waterloo, Ontario, Canada N2L 3G1. In accordance with Canadian immigration requirements, this advertisement is primarily directed to Canadian citizens and permanent residents. The University of Waterloo encourages applications from all qualified individuals, including women, members of visible minorities, native people and persons with disabilities. This appointment is subject to availability of funds.

**UNIVERSITY OF WATERLOO — The Department of Electrical and Computer Engineering** at the University of Waterloo is seeking an outstanding candidate for a tenure track faculty position, at the level of assistant or associate professor, in the research area of photonics and/or microwaves. The successful candidate is expected to have a strong commitment to teaching and research, including supervision of graduate students. The candidate for the position must have an earned doctoral degree with a strong research record in a relevant area. For information please visit the web (WWW) site, http://www.ece.uwaterloo.ca. Salary will be commensurate with qualification and experience. Applications with complete curriculum vitae and names of at least three references should be sent to: Professor O. Mallet, Electrical and Computer Engineering, University of Waterloo, Waterloo, Ontario N2L 3G1, Canada. In accordance with Canadian immigration requirements, this advertisement is primarily directed to Canadian citizens and permanent residents. Applications should be eligible for registration as a Professional Engineer in Ontario. The University of Waterloo encourages applications from all qualified individuals, including women, members of visible minorities, native people, and persons with disabilities. This appointment is subject to the availability of funds. Description: The successful applicant will have expertise in design of photonic and/or microwave devices, circuits and systems pertinent to wireline and wireless communication systems and networks. The individual will there fore be a member of the materials, devices and circuits theme area and is expected to interact with other faculty members in photonics, microwaves, microelectronics and communications. Research interests may include one or more of the following areas: semiconductor laser diodes, high-speed electro-optic modulators, microwave planar circuits, packaging and integration of photonic/microwave components, applications of photonics and microwave technologies in communication systems. University of Waterloo currently has strong research activities in photonics, microwaves, microelectronics and communications. Infrastructure available for this research includes photonic/microwave simulation and characterization labs, a departmental clean room along with the associated device and system characterization tools for microelectronic devices and circuits. The appointee it expected to seek research funding from both government sources (e.g. NSERC, CITO, PRO, MMO) and industry (e.g. NORTEL). Teaching interests will include undergraduate and graduate courses covering electromagnetics, photonic and microwave devices, fiber-optic and wireless communications. Relevant graduate courses pertinent to photonics/microwaves will also be offered.

**DALHOUSIE UNIVERSITY DALTECH — Sexton Campus Department of Mining & Metallurgical Engineering.** Position in Mineral/Material Processing. The Department of Mining and Metallurgical Engineering at DalTech-Dalhousie University (Formerly Technical University of Nova Scotia) has a tenure track position to fill at the Assistant/Associate Professor level effective August 1, 1999 subject to budgetary approval. The successful candidate will be expected to teach courses at the undergraduate and graduate level in Mineral/Materials Processing and supervise graduate students. Strong knowledge in mineral processing, mining equipment selection and plant design is required. The candidate will also be expected to develop and sustain and externally funded research program in his/her field of expertise. The Department is affiliated with the Minerals Engineering Centre (MEC) which operates on the premises. The candidate will have an undergraduate degree in Mineral Processing or a related Engineering field and a PhD in a related area and should be eligible to register as a PEng in the Province of Nova Scotia. Industrial experience would be an asset. Review of applications, including a curriculum vitae and the names of three referees, will commence not later than April 16, 1999. Dalhousie University is an Employment Equity/Affirmative Action employer. The University encourages applications from qualified Aboriginal peoples, persons with a disability, racially visible persons and women. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications should be sent to Dr. G.J. Kipouros, Head, Department of Mining and Metallurgical Engineering, Dalhousie University (DalTech), P.O. Box 1000, Halifax, Nova Scotia, Canada B3J 2X4; Tel: 902-494-6100; Fax: 902-425-1037; E-mail: georges.kipouros@dal.ca.

**UNIVERSITY OF CALGARY — Hydraulic and Environmental Engineering.** The Department of Civil Engineering at the University of Calgary invites applications for a three-year term certain appointment starting July 1, 1999. Subject to continued program funding, the appointment may later be converted to tenure track. The successful candidate will be appointed at the Assistant Professor rank. The ideal candidate will have broad knowledge of hydraulics, hydraulic structures, irrigation and drainage, water resource systems, urban hydrology, preferably including water distribution, storm and sanitary sewers. Design experience would be an asset. A first degree in Civil Engineering and a PhD in Civil Engineering or related field are required. Good interpersonal skills are necessary. The appointee will be expected to teach at both the graduate and undergraduate levels and develop a research program in water resources related to environmental issues complementing the areas of hydrology and open channel flow already established. Collaborative efforts with industry and with other team members from across the University are expected. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Calgary respects, appreciates and encourages diversity. Applications including a curriculum vitae and three sealed letters of reference (alternatively, the latter can be sent directly to the address below), together with the names, addresses and e-mail addresses of the three referees must be sent by May 1, 1999 to: Dr. T.G. Brown, Head, Department of Civil Engineering, University of Calgary, 2500 University Drive NW, Calgary, Alberta, Canada, T2N 1N4; Fax: (403) 282-7026; Email: wilsoa@ucalgary.ca.

## ENGLISH

**UNIVERSITY OF CALGARY — Assistant Professor in English.** Applications are invited for a two-year contingent term position at the rank of Assistant Professor. Budget permitting, this position may be converted to tenure-track. The appointment is effective July 1, 1999. Candidates with a completed or nearly-completed PhD, teaching experience, and qualifications in Early Modern Literature (1492-1675) are encouraged to apply. We are particularly interested in candidates who approach the period from the perspective of colonial expansion or contact between peoples. Expertise in a secondary field of literature or in cultural studies would be an advantage. The successful candidate will normally teach upper-level literature courses in the University of Calgary degree program at both Calgary and Red Deer. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Calgary respects, appreciates and encourages diversity. The firm deadline for receiving complete applications is May 17, 1999. Applicants should include with their application two copies of a curriculum vitae and a recent writing sample of no more then 20 pages, and arrange to have graduate transcripts and three letters of reference sent directly to: Dr. M. McGillivray, Chair, Department of English, University of Calgary, 2500 University Dr. NW, Calgary, Alberta, T2N 1N4.

**UNIVERSITY OF KING'S COLLEGE — Foundation Year Programme.** See advertisement under "Humanities."

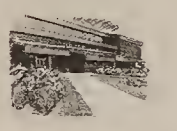
**THE UNIVERSITY OF NEW BRUNSWICK — The Department of English** at the University of New Brunswick in Fredericton invites applications for a probationary tenure-track appointment in dramatic literature and production at the rank of Assistant or Associate Professor, effective 1 September 1999 and subject to final budgetary approval. Candidates must hold the PhD and must be able to demonstrate a strong commitment to research and teaching. Though special consideration will be given to those with secondary qualifications in Canadian Literature, applicants with strong secondary qualifications in any field of English Literature are welcome. Applicants should submit a detailed letter of application, a curriculum vitae, and a transcript of academic record and ask three referees to send letters to: Dr Roger Poudic, Chair, Department of English, University of New Brunswick, Fredericton, New Brunswick, Canada E3B 5A3. Closing Date for applications is Friday 14 May 1999. This position is in addition to the one in Canadian Literature advertised during Fall 1998. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of New Brunswick is committed to the principle of Employment Equity

## ENVIRONMENT/RESOURCE/FOREST SOCIOLOGY

**UNIVERSITY OF ALBERTA — The Department of Rural Economy and the Department of Renewable Resources,** Faculty of Agriculture, Forestry and Home Economics, University of Alberta invites applications for one tenure-track faculty position at the assistant professor level (subject to qualifications and experience). The appointee is expected to: 1) develop a nationally-recognized program of research that addresses issues of environmental or resource sociology related to forestry, agriculture or related industries; 2) demonstrate a commitment to teaching through developing and teaching courses in environmental or resource sociology related to forestry, agriculture and associated industries; and 3) show leadership in engaging in public service activities with industry and government. Some research focus on international or First Nations issues would be an asset. Teaching at undergraduate and graduate levels, and research in the sociology of environmental and resource issues related to forestry, agriculture, land or water. The salary range for this position is $42,054 - $59,526 per year. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. Individuals with a PhD in Sociology or Rural Sociology, with evidence of experience and expertise in environmental, resource or forest sociology should send a letter of application, including a statement of research and teaching interests, curriculum vitae, and the names of three referees by May 1, 1999 to: Michele Veeman, Chair, Department of Rural Economy, University of Alberta, Edmonton, Alberta, Canada, T6G 2H1. Website: www.afhe.ualberta.ca. The University of Alberta is committed to the principle of equity in employment. As an employer, we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal peoples, persons with disabilities, and members of visible minorities.

## ERGONOMICS/HUMAN FACTORS

**UNIVERSITY OF WATERLOO — Ergonomics/Human Factors.** The Department of Kinesiology at the University of Waterloo invites applications for a tenure-track faculty position, at the rank of Assistant Professor, in the field of ergonomics/human factors. Candidates should have demonstrated research and teaching ability to solve problems such as: optimization of human performance, reduction of human error, human-computer interaction, health and safety. We are searching for expertise to complement our current strength in occupational biomechanics. Candidates with expertise in cognitive or social behavioral aspects of ergonomics are encouraged to apply. The candidate must have a PhD or a M.D. with research training in ergonomics, consulting experience and should be eligible for full member classification in the Human Factors Association of Canada/Association canadienne d'ergonomie or be eligible for certification by the Board of Certification in Professional



## *Dean of Veterinary Medicine*

## University of Prince Edward Island

The University of Prince Edward Island invites applications and nominations for the position of Dean of the Atlantic Veterinary College. The successful candidate must be an energetic and visionary academic leader. He or she must have a strong track record of scholarly achievement and leadership in veterinary medicine, an understanding of future trends in veterinary medical education, research, and service, and a commitment to the service obligations of veterinary medicine. The successful candidate will be able to develop and maintain effective relationships with units within the University, with public and private funding agencies, government departments, veterinary professional organizations, and with practicing veterinarians throughout the region and the nation.

A candidate for the position of Dean, Faculty of Veterinary Medicine, must hold the Doctor of Veterinary Medicine degree or its equivalent, be qualified for appointment with tenure at the rank of Full Professor in one of the four academic Departments, hold a PhD and/or specialty board certification in a relevant discipline, and have several years of academic administrative experience.

The Atlantic Veterinary College was founded in 1986 and fully accredited in 1990 and 1997. The College has a faculty of 65, a professional student body of 240, 50 graduate students in MSc and PhD programs, and a staff of 120. The Faculty of Veterinary Medicine is one of six Faculties and Schools within the University. Its Dean reports to the President, and, together with other Deans and Vice-Presidents, has substantial administrative responsibility at the University level. The Dean is an ex officio member of the University's Senior Management Group, the University Senate, and a number of Senate Committees.

The Faculty of Veterinary Medicine is organized in four Departments (Anatomy and Physiology, Companion Animals, Health Management, and Pathology and Microbiology). The Dean is supported by two Associate Deans (Academic Affairs, Graduate Studies & Research) and has general administrative authority over the Faculty of Veterinary Medicine. Among his or her responsibilities are promotion of College programs in professional and graduate education, in basic and applied research, and in clinical and diagnostic services; establishing positions, recommending faculty appointments, and supporting faculty development; and contributing as indicated to University administration.

Applications should contain a detailed *curriculum vitae*, the names of three (3) persons from whom letters of reference will be requested, and other supporting materials of the applicant's choice. Persons wishing to identify a potential candidate by letter of nomination are encouraged to do so. In accordance with Canadian immigration regulations, priority will be given to Canadian citizens and permanent residents. The University of Prince Edward Island is committed to employment equity.

Receipt of applications and nominations will close on May 15, 1999. Interested persons may send application or nomination materials to:

UPEI

Dr James E. C. Bellamy, Chair, Search Committee for Dean
Atlantic Veterinary College, University of Prince Edward Island
550 University Avenue, Charlottetown, PEI CANADA C1A 4P3
E-mail: avcdean@upei.ca
Website: http://upei.ca

## Assistant Professors — Structures

The Department of Civil Engineering has openings for tenure-track and term-certain faculty positions in the area of Structures. The successful candidates will be appointed at the Assistant Professor rank.

Successful candidates will complement the current structures group in the Department in teaching and research, to participate in joint projects, and to develop an independent research project using the available experimental and numerical analysis facilities within the Department. Appointees will be expected to teach at both the graduate and undergraduate levels in structural mechanics, structural analysis and design. Good demonstrated administrative and interpersonal skills are necessary.

Ideal candidates will have expertise and industrial experience covering more than one of the following areas: primarily the design of prestressed and reinforced concrete members, structural steel, structural masonry; secondarily, structural mechanics, structural analysis, biostructures, advanced composite, wood design and structural reliability. All candidates must have a PhD in Civil Engineering.

The Department has excellent structural testing facilities and has a strong record for experimental research. Finite element analysis is supported by a SGI Origin 2000 network within the Department.

***In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Calgary respects, appreciates and encourages diversity. Applications including a curriculum vitae and three sealed letters of reference (alternatively, the latter can be sent directly to the address below), together with the names, addresses and e-mail addresses of the three referees must be sent by May 1, 1999 to:***

***T.G. Brown, Head, Department of Civil Engineering, University of Calgary, 2500 University Drive NW, Calgary, Alberta, Canada, T2N 1N4***
***Fax: (403) 282-7026 Email:wilsoa@ucalgary.ca***

UNIVERSITY OF CALGARY

www.ucalgary.ca

## PROFESSOR — SOFTWARE ENGINEERING

The Department of Computer Science at the University of British Columbia invites applications for a tenured position at the rank of Professor in the area of Software Engineering. This position is a proposed NSERC Industrial Research Chair starting July 1, 1999.

The focus of the proposed Chair is on the application of programming language technology to help ease the design and development of complex software systems.

The successful applicant will have made internationally recognized research contributions in the areas of programming languages, programming environments and software engineering, and will have demonstrated an ability to deploy programming technology to industry.

Applicants should submit a letter of application identifying this advertisement, together with their resume and the names of at least three references, to **Nick Pippenger, Chair, Recruiting Committee, Department of Computer Science, University of British Columbia, Vancouver, BC V6T 1Z4.** Applications will be accepted until **May 1, 1999.** In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. UBC hires on the basis of merit and is committed to employment equity. We encourage all qualified persons to apply. The position is subject to availability of funding.

The University College of the Cariboo (UCC) is a regional institution serving south-central BC from a main campus located in Kamloops, just three and one-half hours by freeway from Vancouver. UCC features outstanding student and community facilities on a spectacular university-style campus, overlooking this dynamic and growing city of 80,000 residents. Almost 8,000 students now attend UCC to study in one of our 10 university degree programs or 50 different diploma and certificate programs, many of them unique in the province.

## FACULTY MEMBERS SCHOOL OF TOURISM

The School of Tourism at UCC invites applications for one continuing full-time faculty member and one full-time sessional faculty member. The UCC School of Tourism is one of the most comprehensive tourism training institutions in Western Canada. Our classes are small and very personable. We pride ourselves in a mix of theoretical and applied courses to both Canadian and International students.

### FULL-TIME CONTINUING FACULTY MEMBER
**– Competition #99-019**

**Duties:** The continuing faculty member will instruct courses in the following curriculum areas: Event and Convention Programming, Operations and Management, Tourism Management and Administration and Community and Cultural Issues in Tourism.

**Qualifications:**
- Ph.D. or imminent completion (ABD) in a Tourism or related area is preferred. An appropriate Master's degree with evidence of scholarly activity and/or industry experience may be considered
- Successful teaching experience at the post-secondary level is essential
- Demonstrated commitment to providing high quality learning experiences for students
- Demonstrated commitment to and support for work placements
- Evidence of existing or potential scholarly activity
- Professional experience in the tourism industry is a definite asset.

**Commencement Date:** 1 August 1999 (or as soon as suitable candidate is available)

**Closing Date for Applications:** 30 April 1999 or Until Suitable Candidate Available

### FULL-TIME SESSIONAL FACULTY MEMBER
**– Competition #99-020**

**Duties:** The sessional faculty member will instruct courses in the areas of: Food and Beverage Management, Resort and Hotel Management, and Event and Convention Management.

**Courses include:** Food and Bevege Management, Hospitality Law, Trade Show Operations Food and Beverage Cost Control and Human Resource Management.

**Qualifications:**
- An appropriate Master's degree with evidence of scholarly activity and/or industry experience
- Successful teaching experience at the post-secondary level is essential
- Demonstrated commitment to providing high quality learning experiences for students
- Demonstrated commitment to and support for work placements
- Evidence of existing or potential scholarly activity
- Professional experience in the tourism industry is a definite asset.

**Term of Appointment:** 3 August 1999 to 28 April 2000

**Closing Date for Applications:** 30 April 1999

Additional information is available on UCC's Web site at http://www.cariboo.bc.ca or by contacting **Dr. Dave Twynem, Associate Dean, School of Tourism at (250) 371-5861.**

### FACULTY MEMBER HISTORY
**Philosophy History & Politics**
**– Competition #99-011**

**Duties:** The successful candidate will teach lower level Surveys in British and European History, and an upper level course in Early Modern England (Tudor period).

**Qualifications:**
- Ph.D. (History) completed, or ABD
- Teaching experience

**Term of Appointment:** 23 August 1999 to 24 December 1999

**Closing Date for Applications:** 30 April 1999

In accordance with Canadian Immigration laws, this ad is directed to citizens and permanent residents of Canada. The University College of the Cariboo is committed to the principle of employment equity. Please forward current curriculum vitae, quoting the relevant **Competition #** with names, addresses and telephone numbers of three referees, along with a copy of graduate transcripts to:

THE UNIVERSITY COLLEGE OF THE CARIBOO

**Irene Bazell, Human Resources Officer**
**The University College of the Cariboo**
**P.O. Box 3010**
**Kamloops, BC V2C 5N3**

We wish to thank all applicants; however, only those under consideration will be contacted

## ASSISTANT PROFESSOR
## Beef Cattle Genetics

The Department of Animal and Poultry Science is seeking a person to fill a tenure-track Assistant Professor position in Beef Cattle Genetics. The successful applicant will have a PhD in Animal Breeding with expertise in genetic evaluation methodology and in genetic improvement strategies incorporating new reproductive and molecular technologies. Candidates must have strong interest in applying genetics to the improvement of beef cattle, and the ability to interact with industry. The incumbent will be responsible for developing a vigorous research program as well as teaching at the undergraduate and graduate levels. A background in Animal Science is preferable, with potential for teaching widely across the Departmental program. The incumbent will be a member of the Centre for Genetic Improvement of Livestock, which consists of a large complement of scientists drawn from several departments in the University. The Centre and the Department of Animal and Poultry Science have excellent computing and laboratory facilities, access to data bases, access to extensive animal holding facilities, and close ties with industry.

For the first 7 years, this position will be funded by Beef Improvement Ontario (BIO). Matching research funds are available for at least the first three years. The position will be available September 1, 1999.

The application with a statement of interest in the position, a full resume and the names of three persons who may be contacted for references should be submitted as soon as possible, and no later than **May 15, 1999**, to **Dr. Ann M. Gibbins, Chair, Department of Animal and Poultry Science, University of Guelph, Guelph, Ontario, Canada, N1G 2W1**; e-mail: agibbins@apsuoguelph.ca; web site: http://wwwaps.uoguelph.ca

The University of Guelph is committed to an employment equity program that includes special measures to achieve diversity among its faculty and staff. We therefore particularly encourage applications from qualified aboriginal Canadians, persons with disabilities, members of visible minorities and women.

In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. This appointment is subject to final budgetary approval.

UNIVERSITY of GUELPH

Ergonomics. Duties include research, teaching at undergraduate and graduate level, and supervising graduate students. Salary range commensurate with qualifications and experience. The Department of Kinesiology offers the only undergraduate program in Ergonomics in Canada. The Department of Kinesiology is an inter-disciplinary department with expertise spanning the social to biological study of human movement. The mission of the department is to discover and explain mechanisms and principles of human movement and to apply this knowledge to strategies which optimize the health and physical performance of individuals in work and leisure activities. The department offers B.Sc., M.Sc. and PhD degrees in Kinesiology. Further information about the department can be found at http://www.ahs.uwaterloo.ca/kin/kinhome.html. Applicants should send a covering letter, three names of references, and a curriculum vitae to Dr. Eric A. Roy, Chair, Department of Kinesiology, University of Waterloo, Waterloo, Ontario, Canada, N2L 3G1 or by Fax: 519-746-6776 or E-mail: eroy@healthy.uwaterloo.ca. The closing date for applications is May 31, 1999 or until position is filled. The expected start date for the appointment is July 1, 1999 or earlier. In accordance with Canadian immigration requirements priority will be given to Canadian Citizens and Permanent Residents of Canada. The University of Waterloo encourages applications from all qualified individuals, including women, members of visible minorities, native people and persons with disabilities. This appointment is subject to the availability of funds

### FOREST RESOURCES MANAGEMENT

**UNIVERSITY OF BRITISH COLUMBIA** — Assistant Professor in Forest Recreation Management. Applications are invited for a tenure-track position in outdoor recreation management at the Assistant Professor level to support the Forest Resources Management and Natural Conservation Management programs. The successful applicant is expected to be active in undergraduate teaching in outdoor recreation resource management, supervising graduate students and conducting research in related areas of forest recreation management. Applicants should have a Ph.D. in outdoor recreation management or a related field. Preference will be given to candidates with a demonstrated potential for teaching and research in outdoor recreation management at a local and regional (landscape) level, with special reference to forested lands. Experience and/or scholarly research in recreation economics and tourism is also desirable. The Forest Resources Management Department has a strong teaching and research program that embraces the full range of forest resources management and supports the natural resources conservation program. The Faculty of Forestry, within which the Department is situated, is one of the world's leading academic institutions in forestry, and offers undergraduate education in five programs: Forest Resources Management, Forest Sciences, Natural Resources Conservation, Wood Processing, and Forest Operations. The Centre for Applied Conservation Biology, the Centre for Biological Research, the Sustainable Development Research Institute, the School of Community and Regional Planning, and academic departments in the Faculties of Forestry, Sciences, and Agricultural Sciences (including the Landscape Architecture Program) form a strong supporting community of scholars. The University manages two research forests, one near Vancouver and one in the central interior of the province. The forests of British Columbia are rich and varied, and the natural resources of BC make it a premier international tourism destination. Outdoor recreation is one of the leading industries in BC's economy. The opportunity exists for the successful candidate to have a significant impact on recreation management within public and private forested lands, and within associated ecosystems and communities, within BC and beyond. Salary and rank is commensurate with experience. The position is subject to final budgetary approval. The University of British Columbia hires on the basis of merit and is committed to employment equity. We encourage all qualified persons to apply. In accordance with Canadian immigration requirements this advertisement is directed to Canadian citizens and permanent residents. The closing date for applications is May 15, 1999. Letters of application, curriculum vitae, and the names, addresses and phone numbers of three referees should be sent to: Dr. John Nelson, Acting Department Head, Dept. of Forest Resources Management, University of British Columbia, 2045 - 2424 Main Mall, Vancouver, BC V6T 1Z4.

### FORESTRY

**UNIVERSITY OF ALBERTA — Silviculture/ Stand Dynamics. The Department of Renewable Resources, Faculty of Agriculture, Forestry and Home Economics,** University of Alberta seeks to fill an Assistant Professor, tenure track, teaching/research position in the area of silviculture/stand dynamics. Applicants should have a PhD in an area of natural resource management and have at least one degree in forestry. Preference will be given to someone with strong analytical/modelling skills and experience in silviculture, and stand dynamics or ecophysiology. The Faculty emphasizes excellence in teaching evidence of novel approaches and interest in alternative (non-traditional) teaching methods is desirable. Teaching responsibilities may include courses in undergraduate silviculture and advanced course in silviculture and stand dynamics for students in forestry and environmental and conservation sciences. The successful applicant is expected to develop an externally funded research program. Leadership is expected from the applicant for the development of collaborative research, teaching and technology transfer activities both with the University and with partners in industry and government in land and resource management. Position available July 31, 1999, subject to a successful application in an NSERC-Industrial Chair competition. The Assistant Professor salary range is $39,232 to $55,526. The Selection Committee will begin selection on June 15, 1999. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. A letter of application, outlining research, teaching, and technology transfer interests, a curriculum vitae, a teaching dossier and names of three referees should be sent to the Chair, Department of Renewable Resources, University of Alberta, Edmonton, Alberta, T6G 2H1. Additional information about the Renewable Resources Department, the Forestry program and the Environmental and Conservation Sciences program is available from the Department web page at www.rrs.ualberta.ca/. The University of Alberta is committed to the principle of equity in employment. As an employer, we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal peoples, persons with disabilities, and members of visible minorities.

**UNIVERSITY OF TORONTO — Faculty of Forestry.** Position in Urban and Community Forestry. Applications are invited for the position of Assistant Professor of Urban and Community Forestry in the Faculty of Forestry, University of Toronto, commencing on July 1st, 1999, or as soon thereafter as possible. This is a tenure stream position. The Faculty of Forestry is a graduate faculty which offers three programmes. The M.Sc.F. and PhD are research degree programmes which involve graduate courses and thesis research closely linked to the research interests of individual faculty members. The Master of Forest Conservation (M.F.C.) programme is an intensive 16-month degree programme with strong emphasis on field and practical work, summer internships and residential field camps in Canada and abroad. The M.F.C. has two streams of concentration; international forestry and urban forestry. The successful candidate for this position will be expected to participate actively in teaching and supervision in each of the three programmes. Members of the Faculty also normally participate in some undergraduate teaching in other divisions of the University. The University of Toronto is a research-intensive university with an international mandate. A PhD and excellent research potential are essential qualifications. In addition to interest in innovative teaching and programme development, the successful candidate must show strong personal commitment to research and the support of a vigorous group of graduate research students. The position is intended for applicants with primary interests and experience in urban and community forestry, who will take responsibility for the urban forestry stream in the M.F.C. programme. Applications will, however, be welcomed from candidates who have experience and research interests in related areas of forestry such as agroforestry, forest policy, international trade in forest products, aboriginal forestry, non-traditional forestry and alternative forest management systems. In accordance with its Employment Equity Policy, the University of Toronto encourages applications from all qualified women and men, members of minorities, aboriginal peoples and persons with disabilities. Enquiries about the Faculty of Forestry and this position are welcomed, and further information can also be obtained from the Faculty web-site at http://www.forestry.utoronto.ca/. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Letters of application accompanied by a detailed curriculum vitae should be submitted by mail or electronically before April 30th, 1999. Applicants should also ask three referees to send letters of references at the same time to: Professor Roger Bryan, Dean, Faculty of Forestry, University of Toronto, 33 Willcocks Street, Toronto, Ontario, Canada M5S 3B3 or joan.bunyan@utoronto.ca.

### FRENCH

**UNIVERSITY OF KING'S COLLEGE — Foundation Year Programme.** See advertisement under "Humanities."

### GASTROENTEROLOGY

**DALHOUSIE UNIVERSITY/QUEEN ELIZABETH II HEALTH SCIENCES CENTER — The Division of Gastroenterology,** Department of Medicine, Dalhousie University/QEII Health Sciences Center invites applications for a full-time Gastroenterologist. The position is predominantly clinical. The successful applicant will be involved in teaching at the undergraduate and postgraduate level and will be expected to participate in clinical research. Applicants must hold FRCPC certification in Internal Medicine. In addition candidates should have, or be shortly eligible to achieve, sub-specialist certification in Gastroenterology from the Royal College and be eligible for specialty licensure in Nova Scotia. Additional

## DEAN — FACULTY OF FORESTRY

TThe University of British Columbia welcomes applications and nominations for the position of Dean of the Faculty of Forestry. UBC, a publicly supported university comprising twelve faculties, nine schools and numerous centres and institutes, ranks as one of Canada's top internattonally recognized centres of research and learning.

The Faculty of Forestry consists of three departments: Forest Resources Management; Forest Sciences; and Wood Science. There are two centres in the Faculty: the Centre for Advanced Wood Processing and the Centre for Applied Conservation Biology. The operating budget for the Faculty is over $4 million. In 1997/98 the Faculty obtained $9 million in support of research making it the leading Canadian forestry school.

The Faculty includes 57 faculty members, 14 research associates, 27 post-doctoral fellows, 34 research staff and 25 administrative and support staff. The Faculty supports the largest undergraduate forestry program in Canada with five four-year undergraduate programs offered to over 600 students. Two hundred graduate students are enrolled in masters or doctoral degree programs. UBC's Faculty of Forestry is the largest single provider of professional/scientific/technical personnel for the forest sector in North America, and is one of the largest research facilities supporting the sector.

The Faculty of Forestry is located in the new state-of-the-art Forest Sciences Centre which covers over 20,000 m2 of space, approximately one half of which is designated for research. Two research forests of 5,000 hectares and 9,000 hectares are an integral part of teaching and research.

As the senior administrative (executive) officer in the Faculty, the Dean will champion the development of visionary initiatives in research and learning within the university, and in local and global communities. Working in partnership with the University's senior administration, the Dean will provide the dynamic leadership required to meet the challenges articulated in the President's strategic plan, and to maintain strong, productive relationships with government, industry and other public and professional constituencies related to the Faculty's programs.

In addition to an internationally recognized research record, the incumbent will demonstrate a commitment to teaching excellence, proven administrative leadership, and a willingness to initiate and manage change to ensure the Faculty's programs are of the highest caliber and relevance. Candidates must have the credentials consistent with an appointment to the academic rank of Professor.

The appointment is for a term of six years, is renewable, and has a preferred start date of September 1, 1999. Applications and nominations will be received until **June 15, 1999**, or until the position is filled.

UBC hires on the basis of merit and is committed to employment equity. We encourage all qualified persons to apply. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada in the first instance. Applications and nominations should be forwarded to the **Chair of the Search Committee, Barry C. McBride, Vice President Academic and Provost, University of British Columbia, 6328 Memorial Road, Vancouver, BC V6T 1Z2, Canada.** For more information see the Faculty's web site at www.forestry.ubc.ca.

training in therapeutic Endoscopy or nutrition would be desirable. In accordance with Canadian immigration requirements this advertisement is directed to Canadian citizens and permanent residents. Dalhousie University is an Employment Equity/Affirmative Action employer. The University encourages applications from qualified Aboriginal Peoples, persons with disabilities, racially visible persons and women. Applicants should send their CV and three letters of reference to: Dr. Desmond Leddin, Head, Division of Gastroenterology, 909 Victoria Wing, Victoria General Hospital, QEII Health Sciences Center, Halifax, NS B3H 2Y9. Phone 902-473-7833, Fax 902-473-4406, Email Dleddin@is.dal.ca. Closing date for applications will be 30 days after the date of this advertisement.

### GEOGRAPHY

**MCMASTER UNIVERSITY** — Tenure-track Position in Human Geography The School of Geography and Geology at McMaster University seeks a geographer specializing in GIS models for quantitative environmental and policy analyses. Other desirable attributes include abilities to link social, economic and environmental issues in theoretical terms. This tenure-track appointment will be at the level of Assistant Professor or (in an exceptional case) junior Associate Professor, to start July 1, 1999. Candidates should have a Ph.D. at the time of appointment, and have a strong record in or demonstrated potential for high quality teaching, funded research, and publication. Closing date for consideration of applications is May 3, although prior to that date we may begin to contact applicants for interview. Applications should include a curriculum vitae, names of three referees, a statement outlining teaching and research interests, evidence of teaching ability, and up to three journal articles (reprints or submitted). Applicants should arrange for three letters of reference to be sent prior to the closing date. The letters and the application should be sent to: Dr. Ming-ko Woo, Chair, Human Geographer Search Committee, School of Geography and Geology, McMaster University, 1280 Main Street West, A88-121, Hamilton, ON L8S 4M1 Canada. In accordance with Canadian Immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents of Canada. McMaster University is committed to Employment Equity and encourages applications from all qualified candidates, including aboriginal peoples, persons with disabilities, members of visible minorities, and women.

### GEOLOGICAL SCIENCES

**QUEEN'S UNIVERSITY — The Department of Geological Sciences** invites applications for a tenure-track faculty position at the assistant professor level, commencing July 1, 1999. We seek a geotechnical engineer with a strong background and continuing interest in structural geology and related fields (e.g., natural hazards). The appointee will teach undergraduate courses in structural geology and geotechnical engineering, and graduate courses primarily in the research area. S/he will be expected to develop a vigorous program of high-quality, externally funded research and to supervise graduate students at the M.Sc. and Ph.D. level. The appointee will be expected to contribute significantly to the development and administration of the accredited undergraduate Geological Engineering Program of the Department. Candidates should hold a Ph.D. in an appropriate field. Post-doctoral or industrial experience are highly desirable. The appointee must hold or be qualified to obtain registration as a Professional Engineer in Ontario. The salary will reflect qualifications and experience. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The University is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, aboriginal people, persons with disabilities, gay men and lesbians. Applications should include a current curriculum vitae, statement of research and teaching interests, samples of research writings, and the names and addresses of three individuals who have agreed to provide letters of reference. Completed applications should be sent to the following address by May 15, 1999. Dr. H. Helmstaedt, Professor and Head, Department of Geological Sciences, Queen's University, Kingston, Ontario K7L 3N6. Additional information about the Department, its faculty and its academic programs can be obtained from the WWW at http://geol.queensu.ca.

### GERMAN

**UNIVERSITY OF KING'S COLLEGE — Foundation Year Programme.** See advertisement under "Humanities."

### GERMANIC & SLAVIC LANGUAGES & LITERATURES

**UNIVERSITY OF WATERLOO — Germanic & Slavic Languages & Literatures.** Applications are being accepted for the position of Assistant or Associate Professor of German. Full-time, tenure-track, beginning July 1, 1999. PhD or equivalent in hand upon application, native or near-native fluency in English and German, strong commitment to research and teaching, course design and supervision at the undergraduate and graduate levels. Desired areas of expertise and interest: cultural studies, film and media. Competence in Russian language, literature and culture a definite asset. The salary range is commensuate with qualifications and experience. Closing date for applications is April 30, 1999. Send inquiries or resumes to: Erwin I. Wacker, Chair of the Search Committee, Department of Germanic and Slavic Languages and Literatures, University of Waterloo, Waterloo, ON N2L 3G1. Tel. 519-888-4567, ext. 5695; Fax 519-746-5243; email: ewacker@uwaterloo.ca. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Waterloo encourages applications from all qualified individuals, including women, members of visible minorities, Native peoples, and persons with disabilities. This appointment is subject to the availability of funds.

**UNIVERSITY OF WATERLOO — Germanic & Slavic Languages and Literatures.** German Assistant Professor, full-time, tenure track, beginning July 1, 1999. The successful candidate must have a PhD or equivalent in hand upon application, fluency in German, facility in English, and a strong commitment to research and teaching, course design and supervision at the undergraduate and graduate levels. Knowledge of Russian and ability to work in Slavic languages a definite asset. Desired areas of expertise and interest: applied linguistics, sociolinguistics, didactics, second language acquisition, comparative linguistics in the Germanic and Slavic fields. The 1999-99 floor for Assistant Professor is $39,714. Closing date for applications is April 30, 1999. Send inquiries or resumes to: Gisela Brude-Firnau, Acting Chair, Department of Germanic & Slavic Languages and Literatures, University of Waterloo, Waterloo, ON, N2L 3G1, Tel: 519-888-4567, x. 2148. Fax: 519-746-5243. The University of Waterloo encourages applications from all qualified individuals, including women, members of visible minorities, Native peoples, and persons with disabilities. This appointment is subject to the availability of funds.

### HISTORY

**UNIVERSITY OF KING'S COLLEGE — Foundation Year Programme.** See advertisement under "Humanities."

### HUMAN ECOLOGY

**UNIVERSITY OF ALBERTA — The Department of Human Ecology** invites applications for a tenure track Assistant Professor in the area of Family/Consumer Studies. The Department is part of the Faculty of Agriculture, Forestry and Home Economics. For an overview of the Department and Faculty please see www.afhe.ualberta.ca. The Department offers several undergraduate majors: Family and Consumer Studies; Textiles, Clothing and Culture; and Community Studies. The Masters program is well established and our new PhD program will be launched in September 1999. Within the family/consumer studies area we have a strong commitment to working with families and consumers through education, counselling, advocacy and policy development. A recent $4.1 million renovation to the Human Ecology Building has provided the Department with excellent facilities for conducting and teaching social science research including in-depth survey, focus group, and observational research. Responsibilities for this p osition include: teaching at the undergraduate and graduate levels; supervising Masters and PhD students; establishing an independent research program that contributes to a substantive area in policy development in issues affecting families, consumers, and their communities; performing administrative roles at the Department, Faculty, and University levels. The successful candidate will have demonstrated leadership ability and is expected to develop a strong research program consistent with the Department's commitment to multi-method, collaborative research. Qualifications include a PhD in a Family Studies or related field and demonstrated teaching excellence. Salary range is commensurate with experience at the level of Assistant Professor, the 1998/99 salary range for Assistant Professor is $40,638 to $57,510. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. Interested applicants are invited to submit a curriculum vitae, including a list of publications, the names of three referees, a sample article and a statement of research and teaching interests by May 31, 1999 to: Dr. Nancy Gibson, Chair, Department of Human Ecology, 3-02E Human Ecology Building, University of Alberta, Edmonton, Alberta, Canada, T6G 2N1. For further information, please contact Dr. Gibson at (780) 492-3883, fax (780) 492-4821, or e-mail nancy.gibson@ualberta.ca. We thank all applicants for your interest in this position. The University of Alberta is committed to the principle of equity in employment. As an employer, we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal peoples, persons with disabilities, and members of visible minorities.

### HUMANITIES

**THE UNIVERSITY OF KING'S COLLEGE** invites applications for the position of Teaching Fellow in the Foundation Year Programme (one-year sessional contract beginning 1 July 1999 with possibility of further renewal). Duties include teaching and marking responsibilities in an interdisciplinary programme for first-year students which considers Western thought and culture (including literature, history, philosophy, religion and art) from ancient Greece to the present; approximately six hours a week of classes plus eight hours attendance at lectures. All candidates will have an MA or equivalent in some area of humanities or social sciences as a minimum. The position is subject to enrollment. Salary: approximately $22,279 to $24,954 (1998-1999). Applications, including a curriculum vitae and three letters of reference, should be sent to Dr. Neil

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*The* UNIVERSITY *of* WESTERN ONTARIO

## Family Physician Clinical Teaching

The Departments of Family Medicine of The University of Western Ontario, London Health Sciences Centre and St. Joseph's Health Centre invite applications for two full-time Family Physician Clinical Teaching positions.

St. Joseph's Health Centre London

Each Family Physician will be a clinical team leader in one of two community-situated Family Medical Centres: the St. Joseph's Family Medical and Dental Centre and the Victoria (LHSC) Family Medical Centre. Each involves a group family practice of four clinical teams.

London Health Sciences Centre

Each team consists of the Family Physician faculty member, two Family Medicine Residents, Family Practice Nurse, shared receptionist, and medical students assigned during the year for varying periods. Each Centre has its individual complement of other primary health professionals which may include social workers, psychologists, dentists, midwives, physiotherapists, public health nurses, dieticians and occupational therapists.

The university and the two hospital Departments of Family Medicine are major contributors to an integrated health care system for this city of 315,000 people and contribute to outreach educational and research programs throughout Southwestern Ontario.

Successful applicants will be fully licensed (or licence-eligible) to practice in Ontario and hold Certification of the College of Family Physicians of Canada. Practice experience and demonstrated interest in teaching are essential. An area of special interest and expertise, e.g. maternal and child health or palliative care is desirable.

The teaching and research programs in Family Medicine are well established and widely recognized. Family Practice in London is an integral part of the university and hospital programs and is supported by the research of the Centre for Studies in Family Medicine and the only Graduate Studies Program in Family Medicine in Canada.

We are looking for enthusiastic, comprehensive practitioners who would serve as clinical role models to students and residents and contribute to academic developments in teaching and research in Family Medicine.

Rank, term of appointment and salary will be commensurate with qualifications and experience.

Positions are subject to budget approval. The University of Western Ontario is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals, including women, members of visible minorities, aboriginal persons, and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada.

The positions are available July 1, 1999. Qualified applicants should forward a detailed curriculum vitae by **May 22, 1999** to **Dr. Brian Hennen, Chair, Department of Family Medicine, Room K101, Kresge Building, The University of Western Ontario, London, ON N8A 5C1.**

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# Lakehead
UNIVERSITY

## SCHOOL OF OUTDOOR RECREATION, PARKS & TOURISM

## DIRECTOR

Lakehead University invites nominations and applications for the position of Director, School of Outdoor Recreation, Parks and Tourism, effective July 1, 1999.

Lakehead University is located at the head of the Great Lakes in Thunder Bay, Ontario, and offers a comprehensive array of programs in the Faculties of Arts and Sciences, Business, Education, Engineering, Forestry, and in the Schools of Kinesiology and Nursing. In addition, Lakehead University is home to the School of Outdoor Recreation, Parks, and Tourism. Steeped in the cultural and natural history of the Canadian Precambrian Shield, Lakehead University and the City of Thunder Bay, Ontario offer unique personal and professional opportunities. The surrounding landscape of Northwestern Ontario provides a backdrop for the practical application of a rigorous academic program, which includes a wide variety of courses in Nature Based Tourism, Parks and Outdoor Leadership.

Reporting to the Dean of Arts and Science, the Director is responsible for developing and maintaining academic policies and regulations for the general administration of the Outdoor Recreation, Parks and Tourism program. The School is in the process of recruiting faculty for the program, and the Director will have the opportunity to further develop the school by providing leadership in the recruitment of several new tenure-track faculty members.

Applicants should possess a PhD with an established reputation in teaching and scholarly activity, as well as experience at the administrative level. The successful candidate will have strong leadership qualities, experience in faculty development, enthusiasm for teaching, collaborative research abilities and the energy and desire to strengthen an already innovative and dynamic honours degree-granting program with over 450 full-time undergraduate students. Further information about faculty members and courses is available on the Internet (http://www.lakeheadu.ca/~orptwww/orpt1.html) or can be obtained by contacting the School.

Applications received by **April 15, 1999** will be given preference. Rank and salary will be commensurate with experience and qualifications.

## ONE TENURE-TRACK POSITION & THREE LIMITED-TERM APPOINTMENTS

The School of Outdoor Recreation, Parks and Tourism invites applications for a tenure-track position to commence August 1, 1999. The successful candidate will have a PhD degree and an established record of research and teaching in recreation. Preference will be given to candidates who can not only contribute to the core program (which includes courses relating to Parks, Tourism, Research Methods and Statistics), but also to one or more of the School's three areas of expertise: Parks (interpretation, planning, management, policy) Outdoor Leadership and Nature-based Tourism.

In addition, the School of Outdoor Recreation, Parks and Tourism invites applications for three limited-term appointments, with the possibility of conversion to the tenure-track stream, commencing August 1, 1999 and ending April 30, 2000. Preferred candidates will have a PhD degree (or be near completion) and a strong background in teaching recreation related courses at the post-secondary level. Candidates with a Masters degree and appropriate teaching experience are also encouraged to apply.

The successful candidates will bring enthusiasm for teaching and a desire to strengthen the program. Further information about faculty members and courses is available on the Internet (http://www.lakeheadu.ca/~orptwww/orpt1.html) or can be obtained by contacting the School.

Applications received by **May 1, 1999** will be given preference. Rank and salary will be commensurate with experience and qualifications.

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Interested applicants should send a cover letter, curriculum vitae and the names and addresses of three referees to the address listed below.

**Dr. David Kemp, Acting Dean of Arts and Science, Lakehead University**
**955 Oliver Road, Thunder Bay, Ontario P7B 5E1**
(807) 343-8202 (voice); (807) 343-8007 (fax); David.Kemp@lakeheadu.ca (e-mail).

*In accordance with Canadian immigration requirements, this advertisement is directed first to Canadian citizens and permanent residents. Lakehead University is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified applicants, including women, visible minorities, Aboriginal Peoples and persons with disabilities.*

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## GRANT TENURE-TRACK POSITION — ORAL BIOLOGICAL & MEDICAL SCIENCES

The Division of Periodontics and Dental Hygiene invites applications for a Grant Tenure-Track position available for a three year term with a possibility for reappointment subject to the funds available, at the level of an Assistant Professor. The search wishes to identify candidates who have a strong background in the area of cell biology of the periodontium and wound repair including expression of periodontal proteoglycans and integrins. Teaching responsibilities include clinical teaching at the undergraduate periodontics clinic, supervision of thesis work for graduate periodontics students and teaching tutorials in the problem-based curriculum. Individuals being considered should hold a DDS/PhD and have research and teaching experience. The successful candidate is expected to develop an independent research program that is externally funded. Appropriate laboratory space will be available. UBC hires on the basis of merit and is committed to employment equity. We encourage all qualified persons to apply. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada.

Candidates are requested to forward a letter of application (including the names and addresses of three referees whom the selection committee may contact) and a curriculum vitae. Applications will be accepted until **April 30, 1999**. Applications or further enquiries should be directed to: **Dr. Edwin Yen, Dean, Faculty of Dentistry, The University of British Columbia, 2194 Health Sciences Mall, Vancouver, BC V6T 1Z3**; Fax: (604) 822-4532.

## *Doctoral Fellowship in Roman Catholic Theology*

St. Thomas University is a small, Catholic liberal arts university where excellence in undergraduate teaching is an institutional priority. The university invites applications for the 1999-2000 Doctoral Fellowship in Catholic Theology for the period of September 1999 to June 2000. The fellowship is non-renewable and made available for the University under the auspices of its John XXIII Chair of Studies in Catholic Theology.

Applicants will have completed all course work and residence requirements for the doctoral degree in Catholic Theology (or a related discipline, eg. Church History, Moral Theology, Sacred Scripture) at a recognized Roman Catholic theological faculty. Candidates should have passed all preliminary examinations and completed research for the dissertation, and can reasonably expect to finish the doctorate during the year of the fellowship. The Doctoral Fellow will be expected to teach a maximum of one undergraduate course (3 credit-hours) and serve as a resource person for some Diocesan/pariah activities, in accordance with the terms of reference of the Chair. The holder of the 1999-2000 Doctoral Fellowship will receive $19,000 with an allowance of $1,000 to cover moving and other related research expenses.

Applications including a curriculum vitae and three letters of reference should be sent to: ***The Rev. Dr. Marc Smith, Coordinator: Chair of Catholic Theology, P.O. Box 4600, St. Thomas University, Fredericton, NB E3B 5G3 CANADA.***

The closing date for receipt of applications is ***May 31, 1999.***

*In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. St. Thomas University is committed to employment equity for women, aboriginal persons, members of visible minority groups, and persons with disabilities.*

St. Thomas University
LEADERS IN LIBERAL ARTS EDUCATION
*Intimate · Dynamic · Challenging*

Robertson, Director, Foundation Year Programme, University of King's College, Halifax, Nova Scotia B3H 2A1. Closing date for applications: 30 April 1999.

### KINESIOLOGY & PHYSICAL EDUCATION

**WILFRID LAURIER UNIVERSITY — The Department of Kinesiology and Physical Education** invites applications for two tenure-track positions commencing August 1, 1999. Applicants should have expertise and be able to teach undergraduate courses in the following areas: human anatomy and human physiology, with some combination of sports medicine, ergonomics, or adapted physical activity, and adapted physical activity, with some combination of human growth and motor development or motor control. Experience with pediatric populations and the ability to teach skills practica would be assets. Candidates are expected to have completed or be nearing completion of a PhD and to possess relevant teaching and research experience. Letters of application, including a description of research and teaching interests, should be accompanied by a curriculum vitae and three letters of reference and forwarded by May 15, 1999, to Dr. Lori A. Livingston, Chair, Department of Kinesiology and Physical Education, Wilfrid Laurier University, 75 University Avenue West, Waterloo, Ontario N2L 3C5. Wilfrid Laurier University is committed to employment equity and encourages applications from all qualified persons. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

### LIBRARY

**YORK UNIVERSITY — Reference Librarian, Social Sciences and Humanities** York University Libraries invite applications for the position of reference librarian in the Scott Library. The Libraries seek an energetic, service-oriented librarian with strong instructional skills. The Scott Library's Reference Department values service, innovation, and participatory decision-making. York University is the third largest university in Canada and serves a population of approximately 50,000 students from diverse cultures. The Scott Library, one of the University's five libraries, contains over 2 million items in its social sciences and humanities collections. Responsibilities: Provide reference assistance in the social sciences and humanities to undergraduate/ graduate students and faculty at a busy reference desk. Instruct library users individually and in groups, within and beyond the libraries. Participate in departmental working groups and committees of the Libraries and the University. Contribute to librarianship and scholarship by carrying out professional research and/or scholarly work. equired qualifications: ALA-accredited MLS or equivalent. Educational background in the social sciences or humanities. Knowledge of academic resources, both print and electronic, in the social sciences and humanities. Ability to teach. Effective communication skills, both oral and written, and strong interpersonal skills. Familiarity with current technological applications in libraries. Ability to manage a diverse workload and to work collaboratively. Interest in library and university committee responsibilities. Willingness to work regular evening and weekend shifts. Preferred qualifications: Experience providing instruction in varied teaching environments. Masters degree in the social sciences or humanities. Interest in and demonstrated ability to incorporate information technologies into reference service. Up to two years experience in providing reference service in an academic or public library. his is an entry-level, continuing appointment (tenure-track) position to be filled at the Assistant Librarian level and is included in the York University Faculty Association bargaining unit. The anticipated salary level is mid 40s depending on experience. York University has a policy of employment equity, including affirmative action for women faculty. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens or permanent residents of Canada. Prefesence will be given to applications received before May 7, 1999. Your application, including a cover lettes relating qualifications to requirements of the position, a current curriculum vitae, and the names of two referees, should be sent to: Chair, Reference Librarian Appointment Committee, York University Libraries, 310 Scott Library, 4700 Keele Street, Toronto, Ontario M3J 1P3. Only candidates being considered for an interview will be contacted. Please note that applications should be sent by mail or by fax. We will not accept applications sent by email.

**YORK UNIVERSITY — Reference Librarian/ Psychology Bibliographer.** York University Libraries invite applications for the position of Reference Librarian/Psychology Bibliographer. The Libraries seek an energetic, service-oriented librarian with strong instructional skills. The Scott Library's Reference Department values service, innovation, and participatory decision-making. York University is the third largest university in Canada and serves a population of approximately 50,000 students from diverse cultures. With approximately 100 active researchers and 4000 psychology majors, York University's Psychology programme is among the largest in North America. The Scott Library, one of the University's five libraries, contains over 2 million items in its social sciences and humanities collection. Responsibilities: Provide reference assistance in the social sciences and humanities to undergraduate/ graduate students and to faculty at a busy reference desk. Instruct library users individually and in groups, within and beyond the libraries. Participate in departmental working groups and committees of the Libraries and the University. Develop print and electronic collections in psychology. Maintain a liaison role with faculty members in psychology. Contribute to librarianship and scholarship by carrying out professional research and/or scholarly work. Required Qualifications: ALA-accredited MLS or equivalent. A university degree in psychology or a related discipline. Knowledge of academic resources, both print and electronic, in the social sciences (especially psychology) and humanities. Ability to teach. Effective communication skills, both oral and written, and strong interpersonal skills. Ability to manage substantial collections budget and diverse workload and to work collaboratively. Interest in library and university committee responsibilities. Willingness to work regular evening and weekend shifts. Preferred qualifications: Advanced degree in psychology. Experience in providing instruction in varied teaching environments. Up to two years experience in providing reference service in an academic or public library. This is an entry-level, continuing appointment (tenure-track) position to be filled at the Assistant Librarian level. The position is included in the York University Faculty Association bargaining unit. The anticipated salary level is mid 40s depending on experience. York University has a policy of employment equity, including affirmative action for women faculty. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian Citizens or permanent residents of Canada. Preference will be given to applications received before May 7, 1999. Your application, including a cover letter relating qualifications to requirements of the position, a current curriculum vitae, and the names of two referees, should be sent to: Chair, Psychology/Reference Appointment Committee, York University Libraries, 310 Scott Library, 4700 Keele Street, Toronto, Ontario M3J 1P3. Only candidates being considered for an interview will be contacted. Please note that applications should be sent by mail or by fax. We will not accept applications sent by e-mail.

### MANAGEMENT COMMUNICATIONS

**UNIVERSITY OF WESTERN ONTARIO — The Richard Ivey School of Business** (formerly the Western Business School) is widely recognized for the quality of its management education. The School's major activities include: a highly regarded MBA program, a small and selective undergraduate program, a well-established doctoral program active in most major areas of management; as well as executive education programs for managers, including an Executive MBA program and a videoconferencing Executive MBA program. The School is internationally oriented in curricula, research, faculty and students. The School supports research dealing with issues of intesest and relevance to practicing managers. Excellence in teaching, and course development is highly valued. The faculty is collegial and engages in interdisciplinary investigation as well as independent inquiry. The School's principal location is London, Canada, a community of 350,000 equidistant from Toronto and Detroit. The Executive MBA facilities are situated in Mississauga, just outside of Toronto, and Hong Kong. The videoconferencing broadcast studio is located at the School and video sites include Vancouver, Burnaby (just outside Vancouver), Edmonton, Calgary, Markham (outside Toronto), Montreal and London. Road, air and train links to major Canadian and U.S. cities are excellent. The School is part of a larger University community with the equivalent of 26,000 full-time students. The School also is undertaking substantial programs of teaching and research activities in Asia and Latin America. The School seeks candidates for at least one full-time, limited term faculty position in the Management Communications area group to begin July 1999. The successful candidate is expected to possess a post graduate degree, practical experience in the communications field and proven expertise in oral and written communications. Teaching or training experience is desirable; a strong commitment to the practice of management and skills-based industry experience is required. As a result of our initiatives in Asia and the Americas, we are looking for candidates with an interest in either of these areas. This position is subject to budget approval. In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and Permanent Residents

**University of Alberta**
**Edmonton**

## Slavic/Germanic Studies Librarian

The University of Alberta Libraries, with a long tradition of service excellence to the University and its communities, seek a dynamic individual to take responsibility for collection management and reference service delivery for the printed and electronic Slavic and Germanic Studies collections, in the Humanities and Social Sciences Library. The University of Alberta's holdings of Slavic and Germanic materials are among the most extensive in Canada, and include several major, unique collections. Our holdings support the advanced research of agencies such as the Canadian Institute for Ukrainian Studies and the Canadian Centre for Austrian and Central European Studies, both of which are located at the University of Alberta. Working within a team environment the successful candidate will provide reference, consulting and bibliographic instruction for faculty and students, as well as managing and selecting materials for the Slavic and Germanic collections. The individual will participate in humanities computing initiatives and take leadership in the application of Web and full text technologies.

The Humanities and Social Sciences Library is the largest of the six major subject libraries within the University of Alberta Libraries system. It houses a collection of 2.2 million volumes, 4500 current periodicals, plus a significant collection of govemment documents, newspapers, microform and electronic sources, including those in full-text. There is an extensive reference collection with supporting services and separate allied libraries for business, data, rare books and special collections, and music.

Qualifications will include an MLS degree from an accredited library school as well as relevant experience. In addition to fluency in German and at least one Slavic language (Ukrainian preferred), applicants must possess a strong service orientation, excellent instructional and communication skills, a commitment to cooperative solutions, and superior information management skills.

## Web Development Librarian

The University of Alberta Libraries, with a long tradition of service excellence to the University and its communities, seek a dynamic individual to lead the Library's web development. As the creative designer and coordinator of the Library's Web presence, you will provide leadership in building a site which effectively uses new Web technologies to present the wide array of digital and print resources available through the Library, guides users in their research endeavours, and engages them through dynamic and interactive design.

Your role will encompass design, development, maintenance, consulting, and ongoing evaluation of the Library's Web-based services. As a member of the Information Technology Resources and Services portfolio, you will work with other librarians and technical staff in the Web development group, consult with library users for evaluation and continuous improvement of the site, and other campus web developers in promoting a consistent University presentation. Through the Library's Web policy team, you will shape decisions on long-term directions for the Library's web presence, as well as its evolution within the provincial library network initiative known as The Alberta Library.

Qualifications, Preferred Skills and Experience: Master of Library Science, or equivalent, from an ALA accredited institution; demonstrated creativity and experience in designing, developing and maintaining Web sites, including experience with tools and techniques for supporting dynamic content, distributed authoring, client authentication, and site indexing; familiarity with Web programming tools, with expertise in one or more of the following tools: Cold Fusion, Active Server Pages, JavaScript, VBScript, and Perl; experience with database development using Access, SQL Server or Oracle would be an asset. Knowledge of information technology trends, their impacts on library services and collections, emerging digital library applications and metadata standards. Strong communication and interpersonal skills, and successful participation in collaborative work environments. Front line experience in library public services an asset. Organizational skills, resourcefulness, and a sense of humour are essential.

Applicants are encouraged to provide with their applications examples of their work, either as URL's or files on disk, and references to one or more library sites they judge as notable.

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The University of Alberta Library is Canada's second largest research library with a collection exceeding five million volumes. The Library has a unique relationship with the broader community through NEOS, a central Alberta consortium consisting of 20 government, hospital, college and university libraries and through its partnership with Information Systems Management Corporation (ISM) for cataloguing of materials. Visit our website at http://www.library.ualberta.ca

These tenure-track positions are classified at the Librarian I level with a current salary range of $34,323-$62,945, dependent on qualifications and experience. Librarians at the University of Alberta have academic status and participate in a generous benefits program. Closing date for these positions is April 23, 1999. To apply, please mail, fax or e-mail your resume and the names of three references to:

Karen Adams
Director of Library Services and Information Resources
Cameron Library
University of Alberta
Edmonton, Alberta T6G 2J8
Fax: (780) 492 -8302
email: karen.adams@ualberta.ca

The University of Alberta has a clear vision – to be indisputably recognized as one of Canada's finest Universities. The University's vision of the optimum environment for learning and research demands major investment in information technology services and infrastructure, innovative and resourceful staff and commitment to a dynamic process of change. Further information is available on the University's home page at: http://www.ualberta.ca.

*The University of Alberta is committed to the principle of equity in employment. As an employer we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal peoples, persons with disabilities and members of visible minorities.*

UNIVERSITY OF ALBERTA
...it makes *sense.*

of Canada. The Richard Ivey School of Business and The University of Western Ontario are committed to employment equity, welcome diversity in the workplace, and encourage applications from all qualified individuals including women, members of visible minorities, aboriginal persons and persons with disabilities. Applicants should send their Curriculum Vitae to Professor Kathleen Slaughter, the Richard Ivey School of Business, The University of Western Ontario, London, Ontario, Canada N6A 3K7; Phone: 519-661-3215; Fax: 519-661-3485; E-mail: kslaught@ivey.uwo.ca

### MATHEMATICS & STATISTICS

**UNIVERSITY OF SASKATCHEWAN — The Department of Mathematics and Statistics** at the University of Saskatchewan invites applications from candidates eligible for the NSERC University Faculty Award (UFA). This competition is open to female candidates who will have completed their PhD requirements by the time of appointment, and do not have a tenurable faculty appointment. Candidates should show evidence of exceptional research potential and excellence in teaching. The successful candidate will be appointed to a tenure-track position, will receive an NSERC research grant, and will have a reduced teaching load to enable her to concentrate on research. Appointment will be should submit a on receiving the award, and will be effective July 1, 2000. Applicants should send a curriculum vitae and arrange for three confidential letters of reference to be sent to: Dr. M. Bicks, Head, Department of Mathematics and Statistics, University of Saskatchewan, 106 Wiggins Road, Saskatoon, SK S7N 5E6 Canada; e-mail: mik.bicks@usask.ca. The deadline for applications is June 30, 1999. The University of Saskatchewan is committed to Employment Equity. Members of Designated Groups (aboriginal people, people with disabilities and visible minorities) are encouraged to self-identify on their applications. This advertisement is directed to Canadian citizens and permanent residents of Canada.

**UNIVERSITY OF SASKATCHEWAN — The Department of Mathematics and Statistics** at the University of Saskatchewan invites applications for a tenure-track position in Algebra at the rank of Assistant Professor to commence on July 1, 1999. Applicants must hold a PhD degree, or equivalent, and have established excellence in both teaching and research. Applicants should send a curriculum vitae and arrange for three confidential letters of reference to be sent to: Dr. M. Bicks, Head, Department of Mathematics and Statistics, University of Saskatchewan, 106 Wiggins Road, Saskatoon, SK S7N 5E6 Canada, e-mail: mik.bicks@usask.ca. The deadline for applications is April 30, 1999. The University of Saskatchewan is committed to Employment Equity. Members of Designated Groups (women, aboriginal people, people with disabilities and visible minorities) are encouraged to self-identify on their applications. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents in the first instance. However, this position has been cleared for advertising at the tier-two level. Applications are invited from qualified individuals, regardless of their immigration status.

### MEDICAL SCIENCES

**UNIVERSITY OF WATERLOO — Medical Sciences.** The Department of Kinesiology at the University of Waterloo seeks an outstanding physician/researcher for a tenure-track position at the level of Assistant-Associate Professor with expertise in the area of the physiological basis for disease and injury related to physical activity. Candidates should have demonstrated teaching and research ability to solve problems related to the interaction of exercise with disease and injury. We are searching for expertise that can complement existing strong basic science teaching and research programs in cardiorespiratory and/or muscle physiology and extend these programs to clinical applications. The candidate must be licensed to practice medicine in the Province of Ontario. Duties include research, teaching at the undergraduate and graduate level and supervising graduate students. Candidates are expected to compete for grants and contracts to support their research program and graduate students. Opportunity for clinical practice also is available through the Faculty of Applied Health Science Research Clinic. Salary is commensurate with qualification and experience. The Department of Kinesiology is expanding clinical applications of its teaching and research through the recently developed Applied Health Sciences Research Clinics. This provided exciting opportunities for collaborative research. Candidates with demonstrated success in collaborative research are encouraged to apply. The Department of Kinesiology is an inter-disciplinary department with expertise spanning the social to biological study of human movement. The mission of the department is to discover and explain mechanisms and principles of human movement and to apply this to optimize the health and performance of individuals in work and leisure activities. The department offers BSc, MSc, and PhD degrees in Kinesiology. Further information about the department can be found at http://www.ahs.uwaterloo.ca/kin/kinhome.html. Applicants should send a covering letter, three names of references, and a curriculum vitae to Dr. Eric A. Roy, Chair, Department of Kinesiology, University of Waterloo, Waterloo, Ontario, Canada, N2L 3G1 or by Fax: 519-746-6776 or E-mail: eroy@healthy.uwaterloo.ca. The closing date for applications is May 31, 1999 (or until position is filled) and the expected start date for the appointment is July 1, 1999. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian Citizens and Permanent Residents. The University of Waterloo encourages applications from all qualified individuals, including women, members of visible minorities, native peoples and persons with disabilities. This appointment is subject to the availability of funds.

### NEUROPSYCHIATRY

**BAYCREST CENTRE FOR GERIATRIC CARE — Neuropsychiatric Clinical Scientist.** The Kunin-Lunenfeld Applied Research Unit of Baycrest Centre for Geriatric Care invites applications for a neuropsychiatric scientist position. The successful candidate will engage in an interdisciplinary clinical research program in the Department of Psychiatry. The person will work closely with clinician researchers, basic neuroscientists and the program in neuropsychiatry at the Rotman Research Institute and at the University of Toronto. The position will involve an emphasis on the neurobehavioural underpinnings of late life mood disorders with opportunity for collaboration in functional neuroimaging. The candidate must have an MD plus at least a research Master's, or a Ph.D. (or equivalent) in a related field. The candidate will be eligible for a cross appointment at the University of Toronto at the Assistant or Associate professor level. Clinical investigators (psychiatrists, neurologists, neuropsychologists, etc.) with an interest in the neurology of behaviour are especially encouraged to apply. The KLARU of Baycrest Centre is the clinical arm of its Research division. The mission of the KLARU is to improve clinical care by conducting research which evaluates clinical practice, integrates advances in basic sciences with current clinical practice, and determines the prevalence of disorders in the community and at Baycrest. Research initiatives and programs are designed to enhance the quality of care and life of the elderly. Such research functions at the interface between basic and applied science and involves both the evaluation of the validity of current treatment programs and the development of new management and treatment procedures. Baycrest Centre and the University of Toronto encourage applications from qualified individuals, members of visible minorities, aboriginal people and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed firstly to Canadian citizens and permanent residents. Position available immediately, and will remain open until filled. Applicants should submit a covering letter describing current research interests and future research goals, a complete C.V. relevant reprints and the names of three potential references to: Dr. David L. Streiner, Assistant Vice-President, Research, Director, Kunin-Lunenfeld Applied Research Unit, Baycrest Centre for Geriatric Care, 3560 Bathurst Street, Toronto, Ontario, CANADA M6A 2E1; FAX: (416) 785-4230; Email: dstreiner@rotman-baycrest.on.ca.

## Université d'Ottawa

### PROFESSEUR(E) ADJOINT(E) L'ENSEIGNEMENT DU VIOLON

Le Département de musique sollicite des candidatures pour un poste de professeur(e) adjoint(e) à demi-temps pour l'enseignement du violon. Date d'entrée en fonction : le 1er juillet 1999. La personne choisie aura terminé son doctorat ou l'équivalent. Elle sera bilingue (anglais et français), et devra enseigner dans les deux langues officielles. La préférence sera accordée à un(e) candidat(e) francophone.

Le Département offre trois programmes au premier cycle (B.A. concentration ; B.A. spécialisation; B.Mus.) et une maîtrise (M.Mus.) En musicologie, théorie, ou en interprétation (musique de chambre).

La charge professorale comprendra principalement l'enseignement des cours instrumentales pour violon ; cependant, on s'attend à ce que la personne choisie puisse s'intégrer à un programme de maîtrise. Le salaire sera déterminé en conformité avec la convention collective. Conformément aux exigences relatives à l'immigration du Canada, cette annonce s'adresse aux citoyens canadiens et aux résidents permanents. L'Université a une politique d'égalité en matière d'emploi et encourage fortement les femmes à présenter leur candidature. Prière de faire parvenir la lettre de candidature et un curriculum vitae, et de vous assurer que les lettres de trois répondantes ou répondants parviennent avant le **15 mars 1999** au :

**Professeur Ingemar Korjus, Directeur**
**Département de musique**
**Université d'Ottawa**
**Ottawa, ON K1N 6N5 Canada**

## University of Ottawa

### ASSISTANT PROFESSOR INSTRUCTION IN VIOLIN

Applications are invited for a half-time tenure-track position in violin, which will be available July 1, 1999, at the assistant professor level.

Candidates must have a doctorate or performance equivalent and be fluently bilingual, able to give instruction in both French and English. Preference will be given to a francophone candidate.

The Department offers three undergraduate degrees (B. Mus.; B.A.Concentration; B.A. Honours) and a Master's degree (M.Mus.) in musicology, theory, or performance (chamber music).

Although initial responsibilities will involve teaching largely at the undergraduate level, the candidate will be expected to qualify for teaching students in the masters degree program. Salary is commensurate with qualifications and experience and consistent with the Collective Agreement.

In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Employment equity is University policy and strongly encourages applications from women. Candidates should submit a letter of application and a curriculum vitae, and should arrange for three letters of recommendation from qualified referees to be sent directly by **March 15, 1999**, to:

**Professor Ingemar Kirjus, Chairman**
**Department of Music**
**University of Ottawa**
**Ottawa, ON K1N 6N5 Canada**

**Griffith University** is one of Australia's most innovative and dynamic universities, with an established international reputation.

It has over 19000 students and 2500 staff at its six campuses.

The University's distinct forward looking orientation is evident in its teaching and research. Results in recent national competitions have confirmed Griffith's position as a leading teaching and research university.

**IMPORTANT INFORMATION**

**Applicants should obtain all further information about each position's duties, selection criteria, application process and other relevant information from: http://www.gu.edu.au/jobs/**
**The website information represents the information package.**

**Remuneration: (Full-time base rate)**
Professor: A$91,073 per annum
Associate Professor: A$70,701 to A$77,891 per annum

**In addition, continuing positions receive 17% employer superannuation contribution.**

## Management

### Professor, Continuing, Gold Coast Campus

Applications are invited for the continuing position of Professor of Management in the School of Marketing and Management at Griffith University. The School is based at the Gold Coast Campus, and is located within the Faculty of Commerce and Management. The School teaches into the Bachelor of Business undergraduate degree, with majors in HRM, business management, sport management and entrepreneurship. A Professor is sought to provide academic leadership in these areas.

As the School has existing staff with expertise in organisational behaviour, organisational theory and process, small business management, employment relations, strategic management and human resource management, the Professorial appointee should have a background in one or more of these fields. Application of expertise to entrepreneurial undertakings, small businesses, private enterprise, sport or retailing concerns would be an advantage. However, the School also teaches into the Master of Business Administration degree, where public sector and large organisation experience would also be helpful, and is rapidly increasing its numbers of research higher degree students. A research background in one of these areas is therefore vital.

Griffith University is a large and rapidly growing multi-campus University, with its Gold Coast Campus located at the heart of rapid development and population growth, providing opportunities for expansion of the School's programs and the development of undergraduate and postgraduate courses. The Professorial appointee will work with the Professor of Marketing and the Head of School to develop courses and research within the Faculty and University to further the reputation of Management at Griffith University.

Experience is expected in the management of external research grants, the supervision of research higher degree students and operating effectively within higher education administrative systems. Candidates will be able to demonstrate innovation in teaching methods, including flexible modes of delivery, and evidence of entrepreneurial achievements would be desirable.

**Vacancy Reference Number:** CAM10152/99

**Further Information:** http://www.gu.edu.au/jobs/ or contact Ms Pam Barber, telephone +61 7 5594 8123 or email p.barber@mailbox.gu.edu.au

**Applications Close:** 30 April 1999.

## Leisure Studies

### Professor, Continuing, Brisbane Campus

Applications are sought from senior academics with expertise in Leisure Studies. Applicants should have a strong research and teaching background which is central to the study of leisure. It is expected that the appointee will have extensive and highly developed skills in one or more of the following areas: leisure theory and behaviour, sociology of leisure,psychology of leisure, geography of leisure, economics and politics of leisure. The appointee will have an international reputation for scholarship, and have worked in an academic leadership role in a department of leisure studies.

The School of Leisure Studies is located in the Faculty of Commerce and Management and is situated at the Mount Gravatt campus. The School is committed to delivering quality undergraduate and postgraduate teaching programs, and offers a Bachelor of Arts in Leisure Management and Masters Degrees in Leisure Management and Outdoor Education. There are also a number of students enrolled in Doctoral and Masters research degrees. The School of Leisure Studies has research and teaching interests which complement and are allied to a number of other schools in the Faculty of Commerce and Management, particularly at the Gold Coast Campus where the School of Tourism and Hotel Management is based. Additional priorities of the School include postgraduate research supervision, collaborative staff research, government policy analysis and community consultancy projects.

**Vacancy Reference Number:** CAM10141/99

**Further Information:** http://www.gu.edu.au/jobs/ or contact Ms Pam Barber, telephone +61 7 5594 8123 or email p.barber@mailbox.gu.edu.au

**Applications Close:** 30 April 1999.

## Law

### Associate Professor/Professor (Continuing)/ Inaugural Director, Socio-Legal Research Centre, Brisbane or Gold Coast Campus

The Faculty of Law was established in 1992. Today its activities span the Nathan and the Gold Coast campuses of Griffith University and it has established a national reputation for excellence in teaching and innovative pedagogy and for its dynamic and rapidly expanding research program. The Faculty currently offers six integrated law degrees at Nathan and three at the Gold Coast, a Graduate Entry LLB, and its MPhil and PhD programs are expanding rapidly. As a mark of its commitment to excellence in research, the Faculty is establishing a Socio-Legal Research Centre.

The successful applicant will serve as Director of the Faculty's Socio-Legal Research Centre for an initial period of three years and will, during that period, play an active leadership role in developing and enhancing expertise within the Faculty in securing NCGs and Research Consultancies. He or she will also coordinate the Faculty's visitor program and will be responsible for developing and monitoring programs to enhance the Faculty's research output, increase its rate of RHD completions and foster a vibrant cross-campus research culture. The successful applicant will have an international reputation for excellence in research and an established track record in the acquisition of nationally competitive research grants and consultancies. It is expected that the Director of the Socio-Legal Research Centre will be actively involved in mentoring junior staff and facilitating the acquisition by them of research skills. Evidence of leadership in this area will be very highly regarded.

In recognition of the significant administrative and staff development responsibilities associated with the position of Director of the Socio-Legal Research Centre, the incumbent will have a substantially reduced teaching allocation for his or her term of office as Director.

While responsibilities associated with the position are cross-campus, the successful applicant will be entitled to nominate the campus at which he or she prefers to be based. At the conclusion of the applicant's term of office as Director, the position will revert to the substantive continuing position of Associate Professor/Professor.

**Vacancy Reference Number:** LAW10147/99

**Further Information:** http://www.gu.edu.au/jobs/ or contact Ms Pam Barber, telephone +61 7 5594 8123 or email p.barber@mailbox.gu.edu.au

**Applications Close:** 30 April 1999.

## Hotel Management

### Associate Professor/Professor, Continuing, Gold Coast Campus

The University wishes to appoint a leading scholar to this position. The appointee will have a record of scholarship and teaching excellence in a hotel management programme. A PhD in a relevant business discipline and a strong publication record is essential.

The successful applicant will have a commitment to further developing and enhancing the profile of the University in the hospitality area. The position is in the School of Tourism and Hotel Management at the Gold Coast Campus. The successful applicant may negotiate an appointment to include a term as Head of the School.

The School offers a Bachelor of Hotel Management degree, Bachelor of Business in Restaurant and Catering Management and majors in Club Management and Tourism in the B.Bus. Fee-paying professional Masters programs in Hospitality Management and Tourism Management are offered to senior executives in the industry in a combined on-campus/off-campus mode of delivery. The School is actively promoting growth in Honours and postgraduate research students. The School has developed a strength in timeshare resort management, where it is leading the field on an international basis. The School operates a state-of-the-art training kitchen for the Hotel and Restaurant Management courses.

A Centre for Tourism and Hotel Management Research has also been created within the School. In addition, the School is actively involved in research projects associated with the CRC for Sustainable Tourism.

**Vacancy Reference Number:** CAM10151/99

**Further Information:** http://www.gu.edu.au/jobs/ or contact Ms Pam Barber, telephone +61 7 5594 8123 or email p.barber@mailbox.gu.edu.au

**Applications Close:** 30 April 1999.

# GRIFFITH UNIVERSITY

**is an Equal Opportunity Employer and encourages diversity in its workplace.**

**QUEENSLAND • AUSTRALIA**

# CAREERS SECTION · SECTION DES CARRIÈRES

### NEUROSCIENCE

**ROTMAN RESEARCH INSTITUTE, BAYCREST CENTRE FOR GERIATRIC CARE (fully affiliated with the University of Toronto) —** Position for a Cognitive Neuroscientist. The Rotman Research Institute of Baycrest Centre invites applications for a cognitive neuroscientist position. The candidate must possess a Ph.D., or equivalent, and two years postdoctoral experience. The Rotman Institute is part of a large collaborative cognitive neuroscience community at the University of Toronto. Current research focuses include behavioral and neuroimaging studies of memory, attention, and perception in young and old adults, and in patient populations. Neuroimaging is a large part of our research program. The Rotman has a fully-equipped event-related potential (ERP) laboratory. Access to positron emission tomography (PET) is through the Centre for Addiction and Mental Health (formerly the Clarke Institute), and structural and functional magnetic resonance imaging (MRI) is available through the Sunnybrook Health Sciences Centre. A successful candidate will be expected to develop, and secure funding for, his/her own independent research program. The candidate will be eligible for cross-appointment at the University of Toronto at the assistant or associate level. Baycrest Centre and the University of Toronto encourage applications from qualified women and men, members of visible minorities, aboriginal peoples and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed firstly to Canadian citizens and permanent residents. The closing date for the competition is May 1, 1999. By this time, applicants should submit a covering letter describing current research interests and future research goals, a complete curriculum vita, three relevant reprints and the names of three potential references to: Chair, Cognitive Neuroscience Search Committee, Rotman Research Institute, Baycrest Centre for Geriatric Care, 3560 Bathurst Street, Toronto, Ontario, CANADA, M6A 2E1; FAX:(416) 785-2862; Email: rotman@rotman-baycrest.on.ca

### NURSING

**UNIVERSITY OF VICTORIA — The School of Nursing** offers a baccalaureate program, both generic and post-RN, in collaboration with colleges and university-colleges in British Columbia. This innovative curriculum prepares nurses to work with individuals, families, groups and communities in a variety of settings guided by an ethic of caring and a commitment to social justice. The B.S.N. program is delivered at the University of Victoria campus in Victoria and at the Lower Mainland campus (located at Langara College in Vancouver), and through a distance education program. The School of Nursing is also a partner in a multidisciplinary Master's Program that prepares graduates to contribute to policy and practice in health and human services. By meeting certain criteria, nurses enrolled in this program are able to earn a Master of Nursing. The School is planning to implement a separate Master of Nursing that will focus on advanced nursing practice and will be offered by flexible learning formats. Nursing faculty members are engaged in active programs of nursing and multidisciplinary research and scholarship. Excellent opportunities exist for cross appointments to clinical agencies. Applications are invited for two tenure-track positions at the rank of Assistant Professor, located at the School of Nursing Lower Mainland Campus, currently housed at Langara College in Vancouver. These positions will have a start date of January 1, 2000 and are subject to funding. The 1998-99 salary floor for these positions is $45,000. Minimum requirements are an earned doctorate, a strong clinical background and focus, and teaching experience in a university. Evidence of a developing research and publication program is also required. Collaborative and interdisciplinary experience would be assets. A letter of application and resume, including the names of three references with addresses and contact numbers, should be sent by June 30, 1999 to: Dr. Janet Storch, Director, School of Nursing, HSD Building, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2; Phone: (250) 721-7956; fax: (250) 721-6231. For additional information on the School of Nursing, please see our website at http://www.hsd.uvic.ca/NSG/nsg.htm. The University of Victoria is an equal opportunity employer and encourages applications from women, persons with disabilities, visible minorities, and aboriginal persons.

**UNIVERSITY OF CALGARY —** Applications for tenure track positions are invited at the Assistant and Associate Professor levels, to support the Faculty of Nursing emphasis on research, scholarship, practice curriculum excellence, internationalization, and revenue generation. Our faculty has approximately 900 students and 27 tenure track faculty. We are closely involved with the City of Calgary in areas of science, business, cultural, educational and the health sector. We are seeking to fill three positions, commencing August 1, 1999. The Faculty of Nursing has undergraduate, post-diploma, masters and doctoral programs. Several new initiatives are in the developmental stages, including an applied nursing and health research unit, a nurse practitioner program, and web-based flexible program delivery. Faculty are expected to teach across all programs. Applicants must have a passion for nursing practice and research. Desired qualifications include graduate preparation in nursing, Ph.D. preparation, and a track record in scholarship, nursing practice and academic teaching. Please send a curriculum vitae and the names, addresses, telephone and fax numbers of three references, by April 30, 1999 to Dr. Deborah Tamlyn, Dean, Faculty of Nursing, University of Calgary, 2500 University Drive NW, Calgary, Alberta T2N 1N4 Fax:(403)282-5820. Call (403)220-4645/6492 for a recruitment information package. We encourage non-Canadians with PhDs in nursing to apply. The University of Calgary respects, appreciates and encourages diversity.

### PHARMACOLOGY & THERAPEUTICS

**UNIVERSITY OF CALGARY — The Department of Pharmacology & Therapeutics** invites applications for a full time academic toxicologist at the full Professor level. The successful candidate will direct the activities of a state-of-the-art toxicology laboratory, participate in collaborative and/or independent research, and contribute to the development of the toxicology academic program in the Faculty of Medicine as well as the University. Qualifications include a PhD in toxicology and/or chemistry and an extensive experience in analytical/clinical and forensic toxicology. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Calgary respects, appreciates and encourages diversity. Please submit a recent curriculum vitae, a statement of research interests, and the names of three referees, by May 7, 1999, to: Dr. C.R. Triggle, Head, Department of Pharmacology & Therapeutics, Faculty of Medicine, 3330 Hospital Drive N.W., Calgary, Alberta, Canada T2N 4N1

### PHILOSOPHY

**DALHOUSIE UNIVERSITY — Department of Philosophy.** Applications are invited for a one-year limited-term appointment at the Assistant Professor level, effective July 1, 1999. The position is in Applied Ethics with a specialization in Environmental Ethics and competence in Business Ethics. The successful applicant will be teaching interdisciplinary courses in environmental ethics at the first year and advanced level. Other areas of competence in analytical philosophy varying from Political Philosophy to Philosophy of Science would be welcome. Applicants should hold (or be about to receive) a PhD in Philosophy. The salary will be commensurate with qualifications and experience. A complete c.v. and three letters of recommendation are required for application. The department also recommends that candidates include a course description/syllabus for an entry-level course in environmental ethics and a sample research paper (not necessarily in environmental ethics). Applications should be sent to Nathan Brett: Acting Chair, Department of Philosophy, Dalhousie University, Halifax, NS, CANADA B3H 3J5. The closing date for applications is April 30, 1999. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian Citizens and residents of Canada. Dalhousie University is an Employment Equity/Affirmative Action Employer. The University encourages applications form qualified Aboriginal people, persons with disabilities, racially visible people, and women.

**UNIVERSITY OF SASKATCHEWAN — The Department of Philosophy** at the University of Saskatchewan invites applications for a tenure-track position at the rank of Assistant Professor, effective July 1, 1999. The area of specialization is open but the department has its strongest needs in Moral Theory and the Philosophy of Science (or Social Science). The successful candidate will be expected to teach a variety of courses, so the department is looking for philosophers with broad teaching competencies. We are also looking for candidates who have a strong commitment to undergraduate teaching as well as research and publication. Candidates should have a PhD by the time of appointment. The normal teaching load in the department is 5 semester-courses in a year. Please send applications, including a CV and a brief statement of interest, and arrange to have three letters of reference sent to Dr. Karl Pfeifer, Head, Department of Philosophy, University of Saskatchewan, 9 Campus Drive, Saskatoon, Saskatchewan, S7N 5A5. Fax: (306) 966-2567. The deadline for applications is April 16, 1999. The University of Saskatchewan is committed to Employment Equity. Members of Designated Groups (women, aboriginal people, people with disabilities and visible minorities) are encouraged to self-identify on their applications. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents in the first instance. However, this position has been cleared for advertising at the tier-two level. Applications are invited from qualified individuals, regardless of their immigration status.

**UNIVERSITY COLLEGE OF CAPE BRETON — Philosophy Assistant Professor.** Please quote reference number PH.99034 on all correspondence. The Department of Philosophy and Religious Studies in the School of Arts and Letters at the University College of Cape Breton invites applications for a tenure-track Philosophy Assistant Professor position to commence July 1, 1999. The University College of Cape Breton (UCCB) was established more than two decades ago as Canada's first university college - integrating liberal arts and science, engineering and business technology and trades learning traditions into its degree, diploma and certificate programs. The newly expanded campus is situated on Cape Breton Island, Nova Scotia's tourism centrepiece and home to rich Celtic, Mi'kmaq and Acadian heritage. Small class size, strong community involvement, innovative curriculum and work/volunteer placements enhance UCCB's position as an international leader in post-secondary education. The successful candidate will teach introductory level courses in science, technology and society and critical thinking on a regular basis in addition to upper-year courses in specific areas of expertise. Candidates must have completed PhD, a strong interest in teaching undergraduates, a record of independent teaching experience at the university level and be able to demonstrate research potential. Candidates specializing in the areas of philosophy of science and environmental ethics (or another area connected to the philosophy of science) will be given preference. Both the BA and BSc at UCCB have a core curriculum and the successful candidate should have an interest in working with colleagues in other disciplines. The union affiliation of this position is with the UCCB Faculty Association of University Teachers (FAUT). Qualified candidates should send a letter of application quoting the reference number, a curriculum vitae and the names, addresses and telephone numbers of three references to: Director, Human Resources, University College of Cape Breton, PO Box 5300, Sydney, Nova Scotia, B1P 6L2. Street address - 1250 Grand Lake Road, Sydney, N.S. B1M 1A2. Fax number (902) 563-1458. Applications must be received no later than 4 pm, April 16, 1999. Please visit our web site to learn more about UCCB - http://www.uccb.ns.ca. UCCB is an equal opportunity employer. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

**UNIVERSITY OF KING'S COLLEGE — Foundation Year Programme.** See advertisement under "Humanities."

### PHYSICAL EDUCATION & RECREATION

**UNIVERSITY OF ALBERTA — The Faculty of Physical Education and Recreation** at the University of Alberta, Edmonton, Alberta, invites applications for two tenure-track positions in the areas of Motor Control and/or Motor Learning and Neurophysiology. These positions are being advertised at the rank of assistant professor but it is possible to look at hiring at the level of associate professor for highly qualified and experienced candidates. The successful candidate will hold a doctoral degree and will be expected to make a significant contribution to the quality of instruction in the undergraduate and graduate programs, supervise graduate students and develop a strong research program. Applicants with post-doctoral training will have an advantage in this competition. For further information regarding these positions, please refer to our display ad "Motor Control and/or Motor Learning and Neurophysiology" in the sidebar.

### PHYSICS & ENGINEERING PHYSICS

**UNIVERSITY OF SASKATCHEWAN — The Department of Physics and Engineering Physics** of the University of Saskatchewan (http://physics.usask.ca) invites applications from candidates eligible for an NSERC University Faculty Award (UFA) directed to women. Details of the UFA program including eligibility may be obtained from the NSERC Web Site http://www.nserc.ca/programs/ufa.htm. The Department wishes to sponsor an application for a UFA and will offer a tenure-track position at the level of Assistant Professor to a successful candidate starting on July 1, 2000. The duration of a UFA is normally three years but renewable for two years. The successful candidate will have a PhD in one area of physics, astronomy, applied physics or engineering physics, demonstrated ability to carry out independent research and interest in and commitment to teaching both undergraduate and graduate courses. The research programs in the Department currently include nuclear physics, space and atmospheric studies, plasma physics and theoretical physics (nuclear and subatomic physics). The Department also offers an active undergraduate astronomy program. The Saskatchewan Accelerator Laboratory affiliated with the Department is designing a synchrotron radiation facility for the proposed Canadian Light Source on campus. To apply, please send a letter of application, curriculum vitae, statement of research interests and names of three referees to be received before May 31, 1999 to: Dr. Akira Hirose, Head, Department of Physics and Engineering Physics, University of Saskatchewan, 116 Science Place, Saskatoon, SK S7N 5E2 Canada; fax: +1 (306) 966-6400; e-mail: hirose@sask.usask.ca. The University of Saskatchewan is committed to Employment Equity. Members of Designated Groups (aboriginal people, people with disabilities and visible minorities) are encouraged to self-identify on their applications. This advertisement is directed to Canadian citizens and permanent residents of Canada.

**UNIVERSITY OF SASKATCHEWAN — Department of Physics and Engineering Physics.** Applications are invited for an appointment to a tenure stream position in the Department of Physics and Engineering Physics, University of Saskatchewan, at the rank of Assistant Professor. Duties will include undergraduate/graduate teaching and research responsibilities within the area of geophysical inversion and with particular emphasis on atmospheric remote sensing. Candidates must hold a PhD degree, or equivalent, and also have research experience in satellite observations. The successful applicant is expected to teach these topics at the Graduate level. Involvement with, or significant potential to contribute to, the atmospheric science program of the Canadian Space Agency and the qualification to permit registration as a P.Eng. would be considered an advantage. Applications describing the proposed contribution to teaching in the Engineering Physics program and a brief research plan (no more than three pages), together with a curriculum vitae and the names of at least three referees, should be sent as soon as possible, but before June 15, 1999 to Dr. Akira Hirose, Head, Department of Physics and Engineering Physics, 116 Science Place, Saskatoon, Saskatchewan S7N 5E2. Fax: (306) 966-6400; e-mail: hirose@sask.usask.ca. The date of appointment would depend upon budgetary arrangements, but it is hoped that the appointment can be made by September 1, 1999. The University is committed to Employment Equity. Members of Designated Groups (women, aboriginal people, people with disabilities and visible minorities) are encouraged to self-identify on their applications. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada in the first instance. However, this position has been cleared for advertising at the tier-two level. Applications are invited from qualified individuals, regardless of their immigration status.

### PHYSIOLOGY

**MCGILL UNIVERSITY — Biomathematics/Quantitative Physiology.** The Department of Physiology and the Centre for Nonlinear Dynamics in Physiology and Medicine (see http://www.mcgill.ca) invite applications for a tenure track Assistant Professor faculty position. The person must have multidisciplinary training in an area of mammalian biology and applied mathematics or computer science, a record of successful quantitative treatment of problems in mammalian biology and/or human disease, and an ability to participate in both undergraduate and graduate teaching. Research areas of interest can range from the genetic/molecular level, through the cellular to system/whole organ. Depending on research interests and training, cross appointments with other McGill departments may be arranged. Candidates will be expected to successfully compete for outside funding through the Natural Sciences and Engineering Research Council (NSERC) University Faculty Awards (UFA) programme (see http://www.nserc.ca/programs/ufa/UFA_e.htm for a full description) that generously provides both salary and research funds for a five year period, must have a PhD, be near completion of post-doctoral work, and must be a citizen or a permanent resident of Canada not holding a tenure track position at a Canadian university. Those applying should send (by July 1, 1999) a curriculum vitae, a statement of past and future research interests, and copies of representative published research, and arrange to have three letters of recommendation sent to Prof. Alvin Shrier, Chair, Biomathematics/Quantitative Physiology Search Committee, Department of Physiology, Room 1001, McIntyre Medical Sciences Building, McGill University, 3655 Drummond, Montreal, Quebec H3G 1Y6, Canada.

### PSYCHOLOGY

**SAINT MARY'S UNIVERSITY — Department of Psychology.** As a result of a faculty member being on leave, Saint Mary's University, Department of Psychology invites applications for a limited term appointment at the rank Assistant Professor, effective September 1, 1999 (subject to budgetary approval). We seek individuals with teaching and research skills in applied psychology, although applications will be considered from all areas of psychology. An ability and willingness to teach courses at the introductory level is a requirement. As well an ability and willingness to teach psychological statistics and research methods is an asset. The successful applicant will be expected to engage in, and to supervise, research and to contribute to the Department's graduate program. The Department has a major and honours curriculum and offers an M.Sc. degree in applied psychology and a certificate program in Human Resource Management. Candidates should present evidence, commensurate with experience, of research excellence, scholarly productivity, and preparation for teaching and research supervision at both the graduate and undergraduate levels. Applicants should furnish a curriculum vitae, copies of reprints, a letter describing teaching and research interests, and three letters of reference (sent directly by referees) to: Dr. Vic Catano, Department of Psychology, Saint Mary's University, Halifax, Nova Scotia B3H 3C3; fax (902) 420-5121. Applications will be considered until the position is filled. This advertisement is directed to Canadian citizens and permanent residents. Saint Mary's University is committed to the principles of employment equity. Visit our website http://www.stmarys.ca.

### RENEWABLE RESOURCES

**UNIVERSITY OF ALBERTA — Chair in Environmentally Sustainable Agriculture.** The Department of Renewable Resources at the University of Alberta invites applications for an Alberta Environmentally Sustainable Agriculture (AESA) Council-funded Chair in Environmentally Sustainable Agriculture. This tenure-track appointment will be at the Associate or Full Professor rank which is 40% Technology Transfer, 40% Research, and 20% Teaching. The successful applicant will have a PhD in land resource science, soil science, crop management, agricultural production systems, watershed management, or a related area. S/he would already have an active research program in an area related to agricultural sustainability or environmental quality and agriculture and be recognized as a leading agricultural expert backed by a strong publication record and professional recognition. Excellent interpersonal and communication skills, coupled with a proven aptitude for agricultural extension and technology transfer, are essential. The Chair is expected to develop a research program focused on issues related to environmentally sustainable agriculture relevant to Alberta's expanding agri-food industry. In addition to maintaining a close linkage with AESA Council, it is expected that the Chair will assume a leadership role in promoting productive associations between the University and other organizations including Alberta Agriculture, Food and Rural Development (AAFRD) and Agriculture and Agri-food Canada (AAFC). Teaching responsibilities will include a new undergraduate course for students in the agriculture and environmental and conservation sciences programs, a graduate course and supervision of MSc and PhD students. Experience in graduate student supervision and evidence of innovation in teaching are definite assets. The position is available July 1, 1999 and will remain open until a suitable candidate is selected. Salary will be commensurate with qualifications and experience. Selection will begin June 1, 1999. A letter of application outlining research, teaching and technology transfer interests, a curriculum vitae, a teaching dossier and the names of three referees should be sent to: James Beck, Chair, Department of Renewable Resources, University of Alberta, Edmonton, Alberta, Canada, T6G 2H1. Information about the Faculty of Agriculture, Forestry and Home Economics and the Department of Renewable Resources is on the following web sites: www.afhe.ualberta.ca/ and www.ur.ualberta.ca/. The University of Alberta is committed to the principle of equity in employment. As an employer, we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal peoples, persons with disabilities, and members of visible minorities.

### SOCIOLOGY

**BROCK UNIVERSITY — The Communications Studies Program** at Brock University invites applications for a one year limited term appointment (with the possibility of renewal for up to two additional years) at the rank of Assistant Professor, effective July 1, 1999, subject to final budgetary approval. A thriving interdisciplinary program (which expects to achieve departmental status in the coming year) with approximately 350 majors, Communications Studies offers undergraduate specialization in four streams: media and culture, communications policy, business communications, and information technology (for more information see http://www.brocku.ca/comstudies). A recently completed PhD in a relevent social science discipline is required, together with teaching experience and expertise in the areas of organizational communication and communications research methods (both quantitative and qualitative). In addition to undergraduate teaching, the successful candidate will be expected to be engaged in independent research and scholarly activities and to participate in the affairs of the Program/Department. Applicants should submit by April 30, 1999, a letter of application accompanied by a curriculum vitae, summaries of teaching evaluations, and selected reprints and pre-prints of published work to: Professor Jeannette Sloniowski, Director, Communications Studies, Brock University, St. Catharines, ON L2S 3A1. In addition, applicants should arrange for three letters of reference to be sent to Professor Sloniowski by the stated deadline. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Brock University is committed to a positive action policy aimed at reducing gender imbalance in faculty; qualified women and men candidates are equally encouraged to apply.


CAUT ACPPU
# BULLETIN


## Publisher's Statement
## Déclaration de l'éditeur

The publisher will not accept advertisements of academic positions restricting applications on grounds of race, national origin, religion, colour, sex, age, marital status, family status, ethnicity, handicap, sexual preference, social origin, or political beliefs or affiliation. CAUT expects that all positions advertised in the *Bulletin* are open to both men and women. Advertisements using gender specific language will not be accepted except when the language has been mandated by Human rights legislation. Where any bona fide reasons for exemption from general policy stated above exist, it is the responsibility of the institution which intends to place a restrictive advertisement to provide the Editor of the *Bulletin* with a statement as to these reasons.

Many Canadian universities are signatories to the Federal Contractors Program. The program requires that suppliers of goods and services to the federal government who employ 100 persons or more and who want to bid on federal contracts (including research contracts) of $200,000 or more commit themselves to implementing employment equity as a condition of their bid. This commitment requires the identification and removal of artificial barriers to the selection, hiring, promotion and training of women, aboriginal peoples, persons with disabilities and visible minorities. As a result, applications for some positions advertised in the CAUT *Bulletin* may be asked to provide information of a confidential nature.

As a service to CAUT members interested in positions available in other countries, the *Bulletin* accepts advertisements for these positions. The view of academic freedom and the extent to which it is protected in other countries may vary. Except in the case of the United States, where the Association of American University Professors (AAUP) investigates alleged violations of academic freedom, there is no method by which we can provide any verifiable information concerning the state of academic freedom at universities outside of Canada. CAUT publishes a list of universities censured by AAUP twice a year. Further information about those censures can be obtained by writing to AAUP, Suite 500, 1012 - 14th, St. N.W., Washington, DC 20005; tel: 202-737-5900.

L'éditeur n'accepte pas d'annonces de postes d'administration ni d'enseignement qui restreignent les candidatures pour des raisons de race, d'origine nationale, de religion, de couleur, de sexe, d'âge, d'état civil, de situation familiale, ethniques, d'handicap, d'orientation sexuelle, d'origine sociale ou de convictions ou d'attaches politiques, générales. L'ACPPU attend à ce que toutes les postes annoncés dans le *Bulletin* soient offerts aux hommes et aux femmes. Les annonces utilisant un langage sexiste ne sont pas acceptées à moins que la loi sur les droits de la personne ne le permettre. Il incombe à l'établissement qui a l'intention de faire paraître une annonce restrictive de fournir à la rédactrice du *Bulletin* une déclaration énonçant ces raisons.

Beaucoup d'universités canadiennes se sont jointes au Programme de contrats fédéraux. Le programme exige que les fournisseurs de biens et services du gouvernement fédéral qui emploient au moins 100 personnes et veulent soumissionner des contrats fédéraux (y compris des contrats de recherche) d'au moins 200 000 $ doivent s'engager, comme condition de la soumission, à appliquer l'équité dans l'emploi. Cet engagement exige que l'on supprime tout obstacle artificiel à la sélection, à l'embauche, à l'avancement et à la formation des femmes, des autochtones, des personnes handicapées et des minorités visibles. À cette fin, on pourra demander aux candidat(e)s à certains postes annoncés dans le *Bulletin* de l'ACPPU de fournir des renseignements à caractère confidentiel.

Le *Bulletin* accepte les offres d'emploi à l'extérieur du Canada à titre de service pour les membres de l'ACPPU qui pourraient être intéressés. La perception de la liberté universitaire et son degré de protection peut varier d'un pays à l'autre. À l'exception des États-Unis, où l'Association of American University Professors enquête sur des prétendues violations de la liberté universitaire, il n'existe aucune méthode nous permettant de vérifier la situation de la liberté universitaire dans les universités étrangères. Deux fois par année, l'ACPPU publie une liste d'universités faisant l'objet de censure par l'AAUP. Pour obtenir des renseignements supplémentaires sur ces censures, prière d'écrire à l'AAUP, suite 500, 1012 14th. St. N.W., Washington, DC 20005; tél: (202)737-5900.

## ADVERTISING RATES

**CLASSIFIED SECTION**

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| Black & 1 colour | $240 |
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[1] Agency commission 15% (camera-ready artwork required)

[2] These prices indicate a colour advertising surcharge based on number of colours used per page or fraction of page. Separations to be supplied by advertiser.

## AD DEADLINES 1999

The *Bulletin* is published 10 times during the academic year: 1st week of each month September through June.

| ISSUE | CLASSIFIED | DISPLAY |
|---|---|---|
| June | May 7/99 | May 14/99 |

Note: All deadlines are by 12 noon, EST. No changes or cancellations after the deadline

*Right on Target for Academics.*

## CAUT BULLETIN

Stella Mazzarolo — Advertising Coordinator

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# CAREERS SECTION · SECTION DES CARRIÈRES

**ALGOMA UNIVERSITY COLLEGE** invites applications for a tenure track position in Sociology at the Assistant Professor level. PhD is required. Preference will be given to those candidates with a strong background in Criminology. Candidates must be prepared to teath a broad range of courses mluding Crime and Punishment, Sociology of Labour, Women in Society and Demography and supervise honours thesis projects. Salary commensuate with qualifications and experience. Candidates must demonstrate a strong commitment to undegraduate teathing and research. The effective date of appointment a July 1, 1999. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Algoma University College encourages applications from all qualified women and men, members of visible minorities, Native people, and persons with disabilities. Applicants should send a current curriculum vitae, with names, addresses and phone numbers of three referees to Dr. Jong You, Academic Dean, Algoma University College, 1520 Queen Street East, Sault Ste. Marie, Ontario, P6A 2G4

### SOCIOLOGY/ SOCIAL ANTHROPOLOGY

**DALHOUSIE UNIVERSITY** — Applications are invited from sociologists and social anthropologists for two one year limited term appointments at the Lecturer or Assitant Professo level, effective July 1st, 1999. The positions involve undergraduate teathing at various levels of the curriculum including, possibly, introductory sociology/social anthropology. There may be some opportunity for involvement in graduate programmes. The areas of specialization for both positions include the sociology and/or social anthropology of health and illness; one of the positions involves, in addition, teathing quantitative methods. Various teathing areas in health will be considered such as gender and health; social organization of health care; comparative studies in health and illness, sociology/anthrpology of the body. Candidates should possess a Ph.D. (or be close to completion) and have a strong background in university teathing. A letter of application, up to date curriculum vitae, and three letters of professional recommendation should be sent to Dr. Graham Morgan, Chair, Department of Sociology and Social Anthropology, Dalhousie University, Halifax, Nova Scotia, B3H 3J5, FAX 902-494-2897. The closing date for applications is April 30, 1999. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Dalhousie University is an Employment Equity/Affirmative Action employer. The University encourages applications from qualified Aboriginal peoples, persons with a disability, racially visible peoples, and women.

### STATISTICS

**QUEEN'S UNIVERSITY AT KINGSTON** — Applications are invited for a senior faculty appointment in Statistics at the Department of Mathematics and Statistics. The salary will be commensurate with qualifications and experience. The research interests of the present statistics faculty are: statistical design, analysis of experiments, statistical problems in biomechanics, queuing methodology, Bayesian data analysis, and the teathing of statistical consulting. Opportunities exist for collaboration with groups in several Faculties at the University, including clinical trials, statistical process control, and ergonomics. The Department offers a range of graduate and undergraduate degreet in statistics, including a Ph.D. programme. The successful applicant will be expected to demonstrate leadership in scholarship and research, a commitment to excellence in teaching, and a capacity for exercising leaderhip in the development of Statistics at Queen's. Interested candidates should arrange for a curriculum vitae, a description of research interests, copies of five publications, and five letters of reference, at least one of which should comment on the candidate's teaching, to be sent to the address below by June 30, 1999. James A. Mingo, Associate Head, Department of Mathematics and Statistics, Queen's University, Kingston, Ontario, Canada K7L 3N6; fax: (613) 533-2964; e-mail: portion@mast.queensu.ca; http: mast.queensu.ca. In accordance with Canadian Immigration regulations the advertisement is directed to Canadian citizens and permanent residents. Queen's University has an employment equity programme and welcomes applications from all qualified women and men, including visible minorities, aboriginal people, persons with disabilities, gay men, and lesbians.

### SURGERY

**UNIVERSITY OF ALBERTA — Biostatistidan. The Department of Surgery,** Division of Surgical Research, University of Alberta, is accepting applications for the position of Biostatistidan. This position will be University full-time at the Assistant Professor level (salary range: $40,638 - 57,510). The successful candidate will have completed a PhD in the Biostatistics field. The applicant will develop a Surgical Outcomes Research Unit. In addition, responsibilities will include teaching and supervising students in the Graduate Program in Surgery, Post-Graduate Medical Education seminars, and assisting with research design for surgeon-investigators and surgical residents. The successful applicant should be eligible for a Population Health Investigator Award from the Alberta Heritage Foundation for Medical Research and will be expected to apply for this award within 27 months of their appointment. A cross appointment in the Department of Public Health Sciences will be available. In accordance with Canadian Immigration requirements, this advertisement a directed to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. Applicants should send a curriculum vitae and the names of three referees by April 30, 1999 to: Dr. GL Warnock, Director, Division of Surgical Research, Department of Surgery, University of Alberta, 204-39, Walter Mackenzie Health Sciences Centre, 8440 - 112 Street, Edmonton, Alberta, T6G 2B7. Starting date is July 1, 1999. The University of Alberta is committed to the principle of equity in employment. As an employer, we welcome diversity in the workplace and encourage applications from all qualified women and men, including visible minorities, aboriginal peoples, persons with disabilities, and members of visible minorities.

**UNIVERSITY OF ALBERTA — Research Associate. The Department of Surgery,** Divisions of Neurosurgery and Surgical Research, is accepting applications for the position of Research Associate within the Neuro-Oncology Laboratory at the University of Alberta. This position will be University full-time at the Assistant Professor level (Salary range: $40,638 - $57,510). The successful applicant should have completed an MD and PhD in Molecular Biology/Experimental Surgery with special expertise in tumor cell gene transfection. Experience in Biolistic gene transduction strategies is required. In addition, responsibilities will include teaching and supervising students in the Graduate Program in Surgery, Post-Graduate Medical Education seminars, and assisting with research design for surgeon-investigators and surgical residents. Opportunities for clinical/oncological studies (25% time) are also available. The successful applicant should be eligible for a Clinical Investigator Award from the Alberta Heritage Foundation for Medical Research and will be expected to apply for the award within 27 months of their appointment. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. Applicants should send a curriculum vitae, a description of research interests, copies of five publications, and five letters of reference, at least one of which should comment on the candidate's teaching, to be sent to the address below by June 30, 1999. James A. Mingo, Associate Head, Department of Mathematics and Statistics, Queen's University, Kingston, Ontario, Canada K7L 3N6; fax: (613) 533-2964; e-mail: portion@mast.queensu.ca; http: mast.queensu.ca. In accordance with Canadian Immigration regulations the advertisement is directed to Canadian citizens and permanent residents. Queen's University has an employment equity programme and welcomes applications from all qualified women and men, including visible minorities, aboriginal people, persons with disabilities, gay men, and lesbians.

### THEATRE

**YORK UNIVERSITY — Lighting Design.** York University, Department of Theatre, invites applications for a Contractually Limited Position in Lighting Design, at the level of Assistant Professor, effective September 1, 1999 to May 31, 2000. Position is subject to budgetary approval by the university. The successful candidate will be qualified to teach all aspects of the theory and practice of Lighting Design for the theatre at the undergraduate level, as well as undergraduate courses in one or more of the following: stage management, theatre management, technical theatre. Part of the workload will include participation in the Production Practicum as the advisor in Lighting for the Department's mainstage productions in the 1999-2000 season. Qualifications and Experience: An MFA degree in Theatre is preferred, together with professional credits and extensive teathing experience at university or professional school level. York's Department of Theatre includes an innovative Graduate Programme and an Undergraduate Programme with over 300 majors studying performance, directing, theatre studies, production, design and playwriting. The Faculty of Fine Arts at York, located in Toronto, also includes Departments of Dance, Design, Film and Video, Music, Visual Arts, and Cultural Studies. Candidates should forward a letter of application, a curriculum vitae, and the names, addresses, and telephone numbers of three referees to: Professor Don Rubin, Chair, Search Committee, Theatre Department, Centre for Film and Theatre, York University, 4700 Keele Street, Toronto, Ontario M3J 1P3. Deadline for applications is May 31, 1999. York University has implemented a policy of employment equity, including affirmative action for women faculty. Qualified women and men are invited to apply. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

### WOMEN'S STUDIES

**MCMASTER UNIVERSITY — The Women's Studies Programme at** McMaster University invites applications for a three year, non-tenurable, contractually-limited appointment at the rank of Assistant Professor, commencing July 1, 1999. Minimum salary at that time will be $42,381. The Programme is seeking a candidate who will teach at the undergraduate level. A PhD is required as well as experience in interdisciplinary approaches to feminist studies. Candidates must demonstrate a commitment to research and have a proven record of teaching at the university level. In addition to teathing and research, the successful candidate will be expected to assume some role in committee work within the Faculty of Humanities and the Women's Studies Programme. Letters of application should include a complete curriculum vitae and a statement of the scope of the candidate's interdisciplinary teaching and research interests. Candidates should also arrange to have three letters of reference sent in confidence to Dr. Patricia Daenzer, Director, Women's Studies Programme, Chester New Hall 425, 1280 Main Street West, Hamilton, Ontario L8S 4L9. Applications received by April 15, 1999 will be assured of consideration. The Women's Studies Programme is located within the Faculty of Humanities and offers a combined Honours undergraduate degree and a Minor in Women's Studies and another discipline. The successful candidate will have the opportunity to join a team of researchers within the Women's Studies network, Institute for Women's Research. The network is currently exploring international collaboration with researchers in a number of countries in the East, West, North and South. In accordance with Canadian immigration requirements, this advertisement a directed to Canadian citizens and permanent residents. McMaster University is committed to employment equity and encourages applications from all qualified candidates, including women, aboriginal peoples, persons with dnabilities, and membert of visible minorities.

### ACCOMMODATIONS

**UNIVERSITE LAVAL (Quebec City),** August 1999 to July 2000 (somewhat flexible). Ideal for sabbatical. Fully-furnished 4-bedroom house in residential area, located walking distance from university. Contact: Serge Pineault, Dep physique, Univ Laval, Ste-Foy, G1K 7P4. TEL: (418) 656-2131, ext. 3901 (day) — (418) 653-8727 (evening). EMAIL: pineault@phy.ulaval.ca; fax: (418) 656-2040.

**SABBATICAL RENT Lyon France,** a great university center near Alpes and Mediterranean Sea, complete upper floor furnished in a private house, three bedrooms, access to enclosed garden, parking, residential district. 5000 FF. per month, electricity, heating and phone not included. Vacant from Sept. 1999. Contact Mr Castelli, 1436 Rang St-Ange, Sainte-Foy (Que.), G2E 3L9 or phone 418-877-8574

**HALIFAX** — 3 bedroom furnished house for rent from summer 1999 - summer 2000 (dates negotiable). Fifteen minute walk to Dalhousie and very close to all amenities. Parking included. $1050/ month + heat. Contact: Audrey Macklin (902) 494-1005 or 492-8070. Email a.macklin@dal.ca.

**PROVENCE, SOUTH OF FRANCE** — Three bedroom furnished house in the picturesque village of Puyloubier, 20 km. east of Aix-en-Provence. Available from September 1999. From $1100.00 per month including utilities. Call Beth at (416) 978-7458 or 588-2580 or e-mail:b.savin@utoronto.ca

**U of A — Edmonton, Alta. Walk 2 blks** to campus from large renovated home by river valley. Rent short term or longer, all or part of 1700 sq ft. 4 bdrm."suite" while we travel May-Aug. Central location, comfort, privacy, 5 appl, phone, parking incl. Ph. (780) 988-5068. Email: cshapon@ualberta.ca

**MONTREAL — FOR RENT** — 3-bedroom house in central Montreal. Charming, fireplace, hardwood floors, renovated kitchen and bathroom, laundry facilities. Enclosed back yard, sun porch. Near shops, bus, metro, schools, parks. Central to all universities. Available June 1 for 1-2 years. $1500/month, utilities not included. Contact: 514-489-8904 or sharty@is.dal.ca.


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University of Alberta
Edmonton

## Motor Control and/or Motor Learning and Neurophysiology

### Faculty of Physical Education and Recreation

The Faculty of Physical Education and Recreation at the University of Alberta, Edmonton, Alberta, invites applications for two tenure-track positions in the areas of Motor Control and/or Motor Learning and Neurophysiology. These positions are being advertised at the rank of assistant professor but it is possible to look at hiring at the level of associate professor for highly qualified and experienced candidates. The successful candidate will hold a doctoral degree and will be expected to make a significant contribution to the quality of instruction in the undergraduate and graduate programs, supervise graduate students and develop a strong research program. Applicants with post-doctoral training will have an advantage in this competition.

The Faculty envisages a high degree of collaboration between these two positions as well as linking with other staff in exercise physiology, biomechanics and the behavioural sciences. It is our expectation that the primary focus of the candidate's research will be physical activity related.

The Faculty houses excellent laboratory facilities to support a new or continuing research program. Additional support and collaboration are possible through partnerships with other Faculties such as Science, Medicine, and Rehabilitation Medicine.

The Faculty of Physical Education and Recreation serves approximately 950 undergraduate and graduate students in the following degree programs: BSc Kinesiology, BPE, BA (Recreation and Leisure Studies), MSc, MA and PhD. Additionally, a combined BPE/BED Program is offered jointly with the Faculty of Education and a combined MA/MBA is offered with the Faculty of Business. The Faculty is also involved in an interdisciplinary MSc in Health Promotion. Included in the Academic Staff complement are 38 full-time Faculty members.

In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered.

Applicants should submit a curriculum vitae, brief descriptions of research and teaching interests and the names of three referees (including addresses, phone/fax and e-mail addresses) prior to April 30, 1999 to:

Dr. Art Quinney, Dean
Faculty of Physical Education and Recreation
University of Alberta
Edmonton, Alberta T6G 2H9
Telephone: (780) 492-3364
Fax: (780) 492-1008
E-mail: aquinney@per.ualberta.ca

Further information about the U of A and the Faculty is available at www.ualberta.ca and www.per.ualberta.ca.

*The University of Alberta is committed to the principle of equity in employment. As an employer, we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal peoples, persons with disabilities, and members of visible minorities.*

UNIVERSITY OF ALBERTA
...it makes *sense*.



## FACULTY MEMBERS BIOLOGY

The University College of the Cariboo (UCC) is a regional institution serving south-central BC from a main campus located in Kamloops, just three and one-half hours by freeway from Vancouver. UCC features outstanding student and community facilities on a spectacular university-style campus, overlooking this dynamic and growing city of 80,000 residents. Almost 8,000 students now attend UCC to study in one of our 10 university degree programs or 50 different diploma and certificate programs, many of them unique in the province.

The Department of Biological Sciences at The University College of the Cariboo invites applications for three Faculty Members.

**Competition #99-014**

**Duties:** The successful candidate will have a commitment to quality undergraduate education, and with a background in genetics, molecular biology and biochemistry and/or cell biology. Duties will include instructing a selection of lecture and lab courses in Introductory Genetics, Molecular Genetics, Biochemistry and Introductory Biology, as well as supervising undergraduate research projects. The successful candidate will be expected to maintain a program of scholarly activity, including research and other professional activities. This is a regular full-time ongoing position.

**Qualifications:** • Ph.D. in an appropriate discipline, teaching experience at the post-secondary level and an ability to conduct a research program involving the training of undergraduate students.

**Commencement Data:** 1 August 1999

Applicants for Competition #99-014 are requested to include a statement of teaching philosophy and research interests; and copies of most recent teaching evaluations with application.

**Competition #99-015**

**Duties:** Duties will include instructing lecture and labs components of Introductory Biology and Cell Biology.

**Qualifications:** • M.Sc. requirad; Ph.D. preferred in an appropriate disciplina and teaching experiance at the post-secondary level.

**Term of Appointment:** 23 August 1999 to 24 December 1999

**Competition #99-016**

**Duties:** The Department of Biological Sciences at The University College of the Canboo seeks applications for a faculty sessional position for the winter semester. Applications from individuals interested in part-time work teaching any of the courses listed will also be considered. Duties include instructing lecture and lab components of Immunology and Introductory Biology.

**Qualifications:** • M.Sc. requirad; Ph.D. pralarred in an appropriate disciplina and teaching experience at the post-secondary level.

**Term of Appointment:** 13 December 1999 to 28 April 2000

**Closing Date for Applications for all Competitions:** 12 May 1999

In accordance with Canadian Immigration laws, this ad is directed to citizens and permanent residents of Canada. The University College of the Cariboo is committed to the principle of employment equity. Please forward current curriculum vitae, quoting the Relevant Competition Number with names, addresses and telephone numbers of three (3) referees, and a copy of most recent teaching evaluations along with a copy of graduate transcripts to:

THE UNIVERSITY COLLEGE OF THE CARIBOO

**Irene Bazell, Human Resources Officer**
**The University College of the Cariboo**
**P.O. Box 3010**
**Kamloops, BC V2C 5N3**

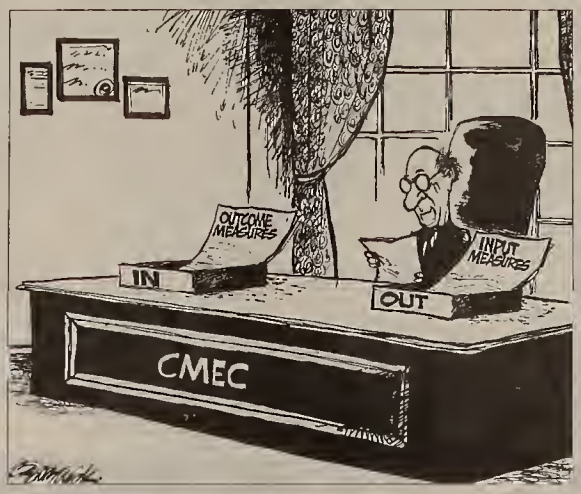
We wish to thank all applicants; however, only those under consideration will be contacted.

# CMEC Report Ignores Funding Issues

*By BILL GRAHAM*

FOR the first time ever, Canada's Council of Ministers of Education (CMEC) have agreed to a set of principles and broad outlines for post-secondary education across Canada. Their *Report on Public Expectations of Post-secondary Education in Canada* is a first of its kind. This in itself is commendable, as are the key areas of expectations: quality, accessibility, mobility and portability, relevance and responsiveness, research and scholarship, and accountability.

Moreover, the CMEC's list of five key functions of post-secondary education is laudable — to inspire and enable individuals to develop their capabilities to the highest potential levels throughout their life; to advance, preserve, and disseminate knowledge and understanding; to serve the learning and knowledge needs of an adaptable, sustainable, knowledge-based economy at local, regional, and national levels; to foster the application of knowledge and understanding to the benefit of the economy and society; and to help shape a healthy, democratic, civil society.




The ministers agree that "...postsecondary education is a long-term societal investment," and that "Governments provide funding to postsecondary education because it is in the public interest to do so." They recognize "the distinctive and often autonomous management of postsecondary institutions and academic standards," and that institutions should "safeguard free inquiry and expression in scholarship, research and education."

In this context it is unfortunate the report does not refer to UNESCO's *Recommendation on the Status of Higher-Education Teaching Personnel*, which clearly outlines the rights and freedoms, including academic freedom, of university faculty members in both their teaching and research functions. CMEC supported the UNESCO recommendation and articulated Canada's position for UNESCO.

While admitting that post-secondary education is a long-term societal benefit, the ministers reject the idea of using input measures such as the amount of money spent per student, or the number of library volumes per student, to assess that benefit because such measures are used by faculty associations and administrations alike to show the level of government underfunding.

Instead, the ministers favour outcome measurements of performance, such as student learning outcomes, success in finding or creating jobs, and the measurable results of research funding. But such performance measurements are clearly inadequate to measure quality in universities.

Unlike the U.S., Canada has no independent national system for accrediting higher education. In 1993 the CAUT-commissioned Independent Study Group on University Governance recommended that such an independent body be created in Canada. Only a national and independent accrediting system would be able to provide the appropriate measurements of quality.

Perhaps the chief weakness of the CMEC report is contained in its admission at the very outset that, "This document is not concerned with how to achieve the expectations nor with what level of public funding is allocated in what manner. These are important issues, but they fall within the purview of individual provinces and territories."

Not to talk about the rising levels of tuition and debt load, or about student aid, in the context of the key notion of accessibility; not to address the specifics of funding in the context of massive cutbacks to core funding of universities between 1989 and 1998, is to leave the report on the shelf marked "Pious Platitudes and Inconsequential Wishes."

Salaries and working conditions in Canadian universities should be compared to the salaries and working conditions in equivalent universities in the United States; federal and provincial money for research and infrastructure in Canada should be compared to that available in the United States. So should federal and provincial funding for universities, university pension plans, student grant and loan programs, and many other crucial measures affecting the key areas of expectations outlined in the report.

Without sucb comparisons in the areas which count most, there can be no answer to the question, "How can we achieve the expectations?" Worse still — we won't even know what they mean. ■

# Le rapport des ministres de l'Éducation n'aborde pas le financement

POUR la première fois, le Conseil des ministres de l'Éducation, Canada (CMEC) a convenu de principes et de grandes lignes pour l'enseignement postsecondaire au Canada. Leur rapport intitulé les *Attentes du public relatives au secteur postsecondaire au Canada* constitue un précédent. L'effort est louable, tout comme le sont les domaines clés des attentes, entre autres la qualité, l'accessibilité, la mobilité et la transférabilité, la pertinence et l'adaptabilité, la recherche et l'avancement des connaissances, la transparence.

De plus, le CMEC a énuméré cinq fonctions clés de l'enseignement postsecondaire, ce qui est également louable : inspirer les individus et leur permettre de développer leurs capacités jusqu'aux plus hauts niveaux de potentiel pendant toute leur vie; faire avancer les connaissances et la compréhension, les préserver et les diffuser; satisfaire les besoins en matière d'apprentissage et de savoir d'une économie adaptable, viable et fondée sur les connaissances aux niveaux local, régional et pancanadien; encourager l'application des connaissances et de la compréhension au profit de l'économie et de la société; aider à façonner une société démocratique et civilisée.

Les ministres reconnaissent «que l'enseignement postsecondaire constitue un investissement à long terme dans la société», et que «[l]es gouvernements financent l'enseignement postsecondaire, car cela est dans l'intérêt du public». Ils reconnaissent qu'ils devraient le faire «dans le respect de la gestion distincte et souvent autonome des établissements d'enseignement postsecondaire et les normes d'admission» et que les établissements devraient «garanti[r] la liberté d'enquête et d'expression dans l'avancement des connaissances, la recherche et l'éducation».

Malheureusement, le rapport ne mentionne pas la *Recommandation sur la condition du personnel enseignant du secteur postsecondaire* de l'UNESCO qui énonce clairement les droits et les libertés, dont la liberté universitaire, des membres du corps universitaire, tant dans leur enseignement que dans leurs fonctions de recherche. Le CMEC a appuyé la recommandation de l'UNESCO et a élaboré la position du Canada à l'intention de l'UNESCO. Les ministres devraient s'attribuer le mérite de leur bon travail dans ce dossier en mentionnant la recommandation chaque fois que l'occasion s'y prête.

Bien qu'ils admettent que l'enseignement postsecondaire soit un avantage à long terme pour la société, les ministres sont contre le principe d'évaluer cet avantage en mesurant les intrants, soit les dollars dépensés par étudiant et étudiante ou le nombre de volumes d'une bibliothèque par étudiante et étudiant, car les associations de professeurs et les administrations le font pour montrer le niveau de financement des gouvernements.

Pour mesurer le rendement, les ministres sont plutôt en faveur des résultats réels d'apprentissage des étudiantes et étudiants, la réussite à trouver ou à créer des emplois, et les avantages découlant de la recherche. Ces mesures du rendement sont toutefois inadéquates pour mesurer la qualité des universités.

Au contraire des États-Unis, le Canada ne dispose pas d'un système indépendant d'agrément de l'enseignement postsecondaire. En 1993, le Groupe d'étude sur la direction des universités, mis sur pied par l'ACPPU, a recommandé la création d'un organisme indépendant d'agrément du Canada. Seul un système d'agrément national et indépendant pourrait mesurer la qualité de manière appropriée.

La plus grande faiblesse du rapport du CMEC réside peut-être dans le fait que ses auteurs admettent d'entrée de jeu que «[l]e présent document ne vise pas à déterminer la façon de répondre aux attentes ni la façon dont les deniers publics sont affectés. Il s'agit-là de questions importantes, mais elles relèvent de la compétence des provinces et des territoires».

En demeurant muets sur la hausse constante des droits de scolarité et de l'endettement, sur l'aide financière aux étudiants dans le contexte du domaine clé de l'accessibilité et en n'abordant pas les aspects particuliers du financement dans le cadre des coupes sombres effectuées dans le financement de base des universités entre 1989 et 1998, les ministres laissent le rapport au rayon des «platitudes et souhaits sans conséquences».

Il faudrait comparer les salaires et les conditions de travail des universités canadiennes aux salaires et aux conditions de travail d'universités équivalentes aux États-unis. Les crédits fédéraux et provinciaux affectés à la recherche et aux infrastructures au Canada devraient être comparés au budget disponible aux États-Unis. Il faudrait faire le même exercice pour le financement fédéral et provincial des universités, les régimes de retraite des universités, les programmes de prêts et bourses pour les étudiants et pour nombre d'autres mesures cruciales touchant les domaines clés d'attentes énoncés dans le rapport.

Sans ses comparaisons dans les domaines qui comptent le plus, on ne peut répondre à la question «Comment pouvons-nous combler les attentes?». Pis, nous ne saurons même pas ce qu'elles signifient. ■

Traduit de l'article «CMEC Report Ignores Funding Issues».